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ADULT EDUCATION FOR MIGRANT AND SEASONAL FARM WORKERS.
PROJECT REPORT, JUNE 12 - SEPTEMBER 1, 1967.
BY- MAURER, WAYNE F.
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.
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THE CHIEF PURPOSE OF ADULT MIGRANT EDUCATION, AS DISCUSSED IN THIS REPORT, IS TO ELIMINATE POVERTY BY PREPARING THE MIGRANT FOR PROFITABLE PARTICIPATION IN SOCIETY. THE FLORIDA STATE DEPARTMENT OF EDUCATION STATES THAT THE PURPOSE OF THE IMMOKALEE MIGRANT ADULT EDUCATION PROJECT IS TO PROVIDE ADULT BASIC EDUCATION AND PRE-VOCATIONAL EXPERIENCES FOR UNEMPLOYED MIGRANTS AND SEASONAL WORKERS. TO GAIN THIS END, 8 SPECIFIC PROJECT OBJECTIVES AND 10 CURRICULUM OBJECTIVES ARE DEFINED. CRITERIA FOR SELECTION OF STUDENTS, STIPEND INFORMATION, DAILY SCHEDULES, TEACHING OBJECTIVES IN THE SUBJECT AREAS OF LANGUAGE ARTS, INDUSTRIAL ARTS, HOME ECONOMICS, HEALTH AND SCIENCE, AND MATHEMATICS AND CONSUMER EDUCATION ARE PRESENTED. THE EDUCATIONAL PROGRAMS OF CURRICULUM, GUIDANCE, COUNSELING, TESTING, AND AUXILIARY SERVICES ARE OUTLINED. INCLUDED ARE CHARTS OF ADMINISTRATIVE ORGANIZATION, TEST DATA, ENROLLMENT AND ATTENDANCE OF STUDENTS AND STAFF. EXAMPLES OF APPLICATION BLANK, ENTITLEMENT QUESTIONNAIRE, CERTIFICATES OF MERIT, COMPLETION, AND RELEASE OF LIABILITY ARE INCORPORATED INTO THE REPORT. LISTS OF CONSULTANTS, ADVISORY COMMITTEES, PROJECT PUBLICITY, STAFF AND DIRECTOR SUMMARIZATION AND RECOMMENDATIONS ARE INCLUDED. (JH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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RC 001 905

COLLIER COUNTY BOARD OF PUBLIC INSTRUCTION

NAPLES, FLORIDA

PROJECT REPORT

ADULT EDUCATION FOR MIGRANT AND SEASONAL FARM WORKERS
Project No. 11-4010-67001
Collier County, Florida
June 12 - September 1, 1967

GRANTED BY:
Office of Economic Opportunity
Washington, D. C.

Mr. Sargent Shriver
Director

AUTHORITY OF:
Title III-B of the Economic Opportunity Act, as Amended

CONDUCTED BY:
Florida State Department of Education

SPONSORED BY:
Board of Public Instruction
Collier County, Florida
John D. Roan
Superintendent

Kenneth C. Pittman
Federal Coordinator

Wayne F. Maurer
Project Director

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PREFACE

A program of adult education and prevocational training for 1,250 unemployed migrant and seasonal farm workers in a nine-county area of central Florida was announced on April 7, 1967, by the Office of Economic Opportunity in Washington, D.C. The basic purpose of the program was to prepare for the eventual displacement of workers to be affected by machine automation in the nine-county area of which Collier County is a part.

Approximately 140 heads of households were to receive instruction in basic education, including remedial language for Spanish-speaking migrants and remedial English and Mathematics for students unable to read or write. Occupational, civic, and personal orientation programs were to be set up to cover employee-employer relationships and the function of management and labor in our economic system.

Collier County was granted a contract on June 1, 1967, to conduct such a program in which 100 adult migrants were to be the beneficiaries.

GEOGRAPHICAL FOREWARD

Collier County, one of the fastest growing counties in Florida, is located on the lower west coast and is the largest county in the state in total land area, including 2,032 square miles (1,356,160 acres) of land. Three widely separated population centers exist, namely: Everglades, a fishing village; Naples, the county seat and a tourist area; and Immokalee, an agricultural center and the site of the project to be described in this evaluation.

The population of Collier County as reported by the Florida Development Commission is currently estimated at 25,200, comprised of Seminole Indians, Spanish-speaking migrant workers, Cuban refugees, Negroes, farmers, business and professional people, skilled laborers, and retired people. Due to the present rate of land reclamation for agriculture; housing developments in Naples, Golden Gate, Marco, and nearby Lehigh Acres; and incoming industry, a rapid population increase for the county is to be expected. In 1960 the county was found to be the 21st fastest growing county in the nation.

Immokalee means "my home" and is a Seminole word with pleasant associations. Due to its fertile soil and sub-tropical climate (negligible frost, 73 degrees average year-round temperature, and pure air), Immokalee has become a thriving center for farming and ranching activities. Three harvests are possible annually, in the fall, winter, and spring. Principal crops are tomatoes, potatoes, cucumbers, squash, peppers and eggplants.

A local State Farmers Market is the second largest in the state of Florida, and a U. S. Agricultural Experimental Station is located three miles to the north. Also, the only active oil producing wells in Florida are nearby. Immokalee enjoys the county's highest elevation, none below 25 feet above sea level. It is often referred to as the "Salad Bowl of the Nation."

It is into this area that between 12,000 to 14,000 migrant farm workers move during the planting, growing, and picking seasons. They represent a varied ethnic group including: (1)Spanish speaking migrants, (2)Florida based Spanish-culture agricultural workers, (3)Home based Negro agricultural workers, (4)Migratory Negro agricultural workers, (5)Low-Income caucasians, (6)Cuban refugees, and (7)Indians, native to this area.

A number of these workers still retain Mexican and Cuban citizenship, and are both interstate and intrastate in scope. Home base areas of these groups are mainly in Mexico, Texas, Arkansas, Louisiana, Mississippi, Alabama, and Missouri. The migrant stream then scatters, with some going up the eastern seaboard, others up the Mississippi Valley, and elsewhere, depending upon the agricultural season.

RANGES EAST

25 26 27 28 29 30 31 32 33 34

TOWNSHIPS

46 47 48 49 50 51 52 53

MAP OF
—COLLIER COUNTY—
FLORIDA

SCALE OF MILES

LEGEND

FLORIDA STATE HIGHWAY
U.S. HIGHWAY
ROADS - Graded & Drained
ROADS - State-Projected

IMMOKALEE

42 MILES

42 MILES

38 MILES

NAPLES

EVERGLADES

GULF OF MEXICO

GULLIVAN BAY

TEN THOUSAND ISLANDS

OBJECTIVES OF THE PROGRAM

The educational program is planned and implemented on the basis of the Florida State Plan for Adult Migrant Basic Education. Its chief purpose is to destroy the main cause of poverty, "limited educational opportunities of the migrant which have left him unprepared for profitable participation in our increasing complex society."

The purpose of this project as defined by the State Department of Education directive of May 4, 1967, is "...to provide adult basic education and pre-vocational experiences for the unemployed migrant and seasonal workers for a period ranging from 10 to 14 weeks, for a total of 420 hours. The specific project objectives are to:

(1) reduce illiteracy in migrant and seasonal workers,

(2) provide the workers a basic educational and occupational training program to assist them in becoming self-sufficient and remove them from the unemployable group,

(3) provide adult workers with the opportunity through education to improve their socio-economic status,

(4) enable workers to provide better parental guidance which their children need in the growing complexities of our social system,

(5) provide a more stable community and a better home environment for the workers and his family,

(6) improve their health standards,

(7) become more efficient and productive on their present job, thereby increasing family income,

(8) provide these workers with the opportunity to contribute to society.

CURRICULUM OBJECTIVES

Specific curriculum objectives as defined by the State Department of Education would include:

1. Enlarge the migrant's conception of what education is and can be.
2. Improve his competency in communication and computational skills such as reading, writing, speaking, listening, and arithmetic.
3. Provide new and creative ways to help migrants achieve a sense of "belonging," a heightened sense of dignity, self-respect, security and stability in the community.
4. Provide for programs of education leading to broader public understanding of the community, and the various community groups and agencies; to foster inter-group communication and interaction that would lead to acceptance of the migrants by other community groups.
5. Develop laboratory experience in all subject areas so that learning will be practical and related to the migrant's world, and permit immediate application of academic skills learned to everyday problems of living.
6. Assist in financial planning and provide consultation services in all areas of budgeting and finance.
7. Provide pre-service and in-service training for the educators who will be working with the migrants in order that they will be able to understand their behavior and cultural patterns.

CURRICULUM OBJECTIVES (Cont'd)

8. Increase his competency in the following:

   Home management and home maintenance skills

   Pre-natal and child care skills

   Use of personal and community hygiene and sanitation.

   Knowledge of both "home and foreign born" migrants' rights and responsibilities.

   Knowledge and use of citizenship education--both "home and foreign born" migrants.

   Adjusting to automation and its implications for the future.

   Group processes and group dynamics.

   Wise use of community resources.

   Use of recreation and recreational facilities.

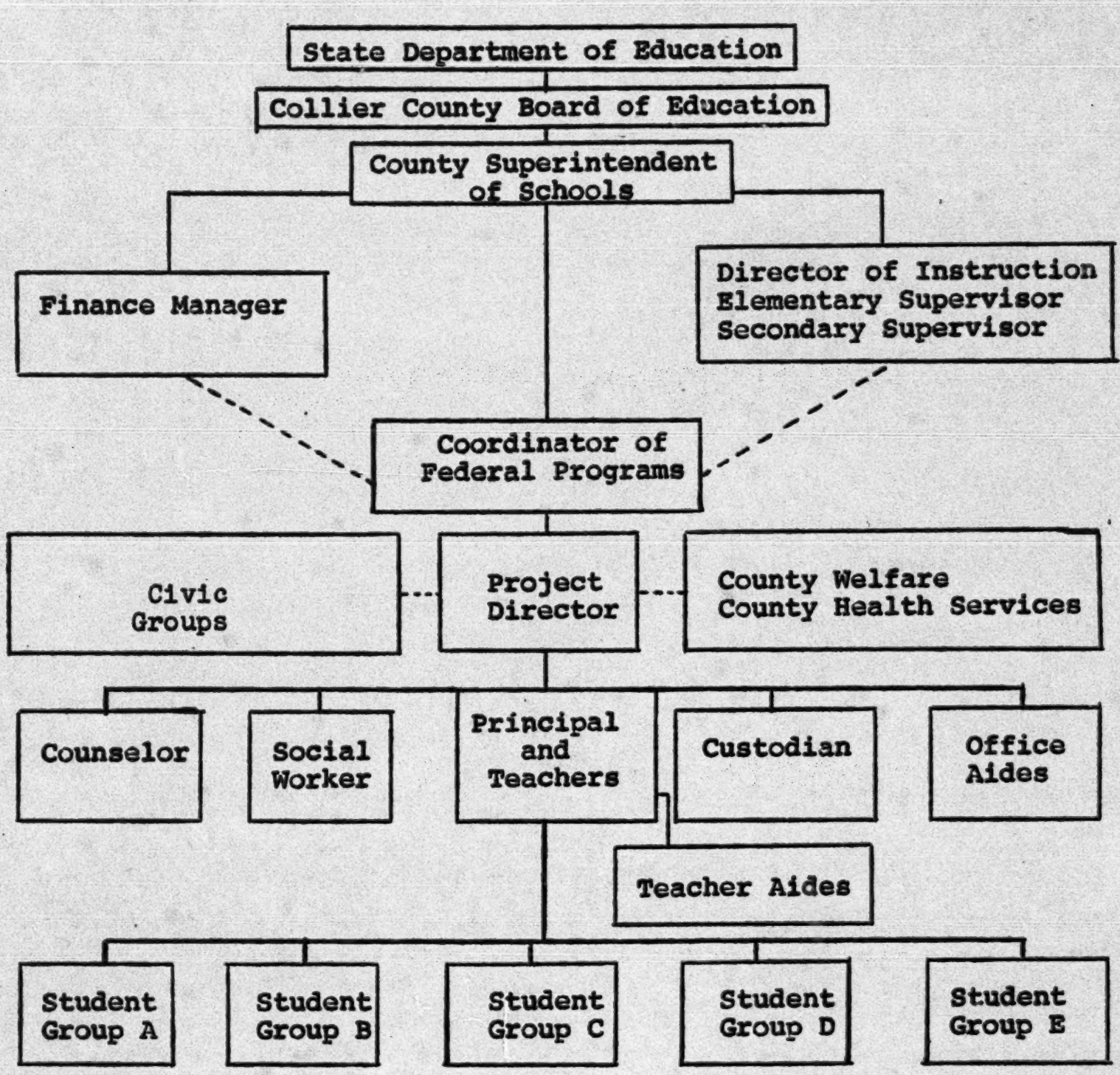
   Use of leisure time.

9. Provide for pre-vocational instruction that will develop his occupational interests and aptitudes and broaden his vocational horizons.

10. Develop a work-training program that will improve his skills and ability to secure and hold a job.

ADMINISTRATIVE ORGANIZATIONAL CHART

Title III-B Amended - Adult Migrant Education Program



SELECTION OF ADULT STUDENTS

This program was conducted for migrants and seasonal farm workers in adult basic and pre-vocational education. A migrant and seasonal farm worker is defined as a farm laborer who has earned 50% of his income from agriculture; been employed by more than one employer during the past year; and whose earnings have been below the poverty level which is less than $3,000 annual income.

All participants in addition to being migrant or seasonal farm workers were heads of household and unemployed at the time they entered classes. The minimum age requirement was set at 18 years. In screening the applicants, priority was given to migrants with the lowest annual income during the preceding year, the largest number of dependents, and the lowest educational attainment.

The enclosed application blank was completed by each candidate, and after screening the applicants carefully, an entitlement questionnaire was completed for every prospective student before final selections were made.

Social workers and Advisory Committee members were invaluable in recruiting adult students and were credited with approximately 50% of the total enrollment. Mrs. Marion E. Fether, one of our social workers in the Immokalee area, assisted greatly with the recruitment program until a final total of 127 students was approved. Final selection of students for the program was made by the Local Advisory Committee.

APPLICATION BLANK

SPECIAL PROGRAM OF EDUCATION and TRAINING FOR ADULT MIGRANT AND SEASONAL WORKERS

COLLIER COUNTY BOARD OF PUBLIC INSTRUCTION

NAME_____ PHONE_____

STREET ADDRESS_____ CITY_____

SEX_____ AGE_____ RACE_____ LAST GRADE COMPLETED IN SCHOOL_____

Are you a head of household?_____ No. of dependents_____

Have you worked for more than one employer during the last twelve months?_____

Will you be available to attend daytime classes in Immokalee between the date June 12, 1967, and September 1, 1967?_____

Have you earned at least one half of your income from agricultural employment?_____

During the past 12 months, your income has been:(Check one)

- ☐ Less than $1,000.00
- ☐ Less than $2,000.00
- ☐ Less than $3,000.00
- ☐ More than $3,000.00

STIPEND INFORMATION:

The head of the household will receive $30.00 per week for twelve (12) weeks, plus $3.00 per week for each dependent up to a maximum of $45.00 per family per week.

_____ (Date)

_____ (Signature)

STATE DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32304

ADULT MIGRANT AND SEASONAL WORKER EDUCATION PROGRAM
TITLE III-B, ECONOMIC OPPORTUNITY ACT OF 1964, AS AMENDED

ENTITLEMENT QUESTIONNAIRE

TUDENT'S NAME _____ S.S. NO. _____ PROJECT NO. _____

ALE ____ FEMALE ____ DATE OF BIRTH _____ MARITAL STATUS _____
Month Day Year

. Complete the following for each student:

. Are you a migrant or seasonal farm worker currently unemployed? Yes _____ No _____

. Are you the head of a household? Yes _____ No _____

. Have you been a farm worker or member of a farm worker family during the one year preceding the date of this questionnaire, and: Yes _____ No _____

a. Earned at least 50% of your total income as an agricultural employee? Yes _____ No _____

b. Been employed on a seasonal basis and not by one employer for the entire calendar year? Yes _____ No _____

c. Have annual income below $3,000.00? Yes _____ No _____

. STATEMENT OF STUDENT - DEPENDENT STATUS

. Name below any person (up to 5) for whose support you are responsible:

NAME	DATE OF BIRTH	RELATIONSHIP

. CERTIFICATION OF STUDENT AND INTERVIEWER:

. The information that I have given on this form is correct. I have supplied the information in order to participate in an Adult Migrant and Seasonal Worker Education Program and to qualify for allowances while attending this program. I know that Federal funds are provided and that penalties are prescribed by law for willful misrepresentation or concealment of material facts in order to obtain allowances to which I am not entitled.

6. I have witnessed the signature shown and have discussed with the student the statements made. Based upon my knowledge of these facts and the evidence available, the statements appear to be correct.

Signature of Student _____ Date _____ Signature of Interviewer _____

(see reverse side)

ENROLLMENT DATA

GROUP	NUMBER ACCEPTED	NUMBER ENROLLED	NUMBER FAILED TO APPEAR	NUMBER WITH-DREW	FINAL ENROLL-MENT	GROUP DESCRIPTION
A	35	33	2 (M)	11 (M)	22	All males but three
B	20	19	1 (M)	0	19	All females
C	33	33	0	10	23	All males
D	18	17	1	0	17	All females
E	21	21	0	1 (F)	20	All females
TOTALS	127	123	4	22	101	63 males 60 females

On June 12, 1967, 127 Adult Migrants were accepted as students in the Adult Migrant Summer Program. Four (4) failed to appear and twenty-two (22) withdrew for various reasons during the program. A final enrollment of 101 existed on September 1, at the conclusion of the program. Following is a breakdown of enrollment and statistics by sex:

SEX	NUMBER ENROLLED JUNE 12	NUMBER WITH-DREW	NUMBER FINAL ENROLLED SEPT. 1	PERCENT OF TOTAL EN-ROLLMENT JUNE 12	PERCENT OF TOTAL EN-ROLLMENT SEPT. 1	PERCENT OF DROPOUTS
Male	63	21	42	51.22	41.58	95.4
Female	60	1	59	48.78	58.41	4.6

Of the 127 students approved for the program, 79.5% completed the course. Of the 123 students who actually enrolled, 82.1% completed the course. Only one female withdrew, while 21 males dropped out. 95.4% of total dropouts were men. Reasons for dropouts include: sickness, better paying positions, embarrassment over illiteracy, lack of desire to attend classes, and in a few cases after receiving stipends, total delinquency resulted.

TEACHING STAFF

NAME	SUBJECT TAUGHT	ADDRESS	PRESENT TEACHING POSITION	ATTENDANCE
Beldon, Lois G.	Home Economics	Ft. Myers	Unknown	100%
Cuevas, Gilberto	Mathematics	Immokalee	Immokalee	100%
Cuevas, Ramon	Language Arts	Immokalee	Immokalee	100%
Gillings, Mary L.	Home Economics	Naples	Naples	98%
Hill, Booker M.	Shop	Ft. Myers	Ft. Myers	86%
McClure, Thomas	Language Arts	Ft. Myers	Unknown	94%
Williams, Emory	Health and Science	Ft. Myers	Naples	98%
Young, Gloria J.	Language Arts	Immokalee	Immokalee	98%
Substitute Teachers:				
Iamurri, John	Mathematics	Naples	Attending College	100%
Mader, Evelyn	Civil Defense	Fort Lauderdale	Civil Defense	100%
Tankersley, Delores	Language Arts	Lehigh Acres	Community Aide	100%
Twardock, J. Arthur	Language Arts	Naples	Federal Program	100%

TEACHER ATTENDANCE DATA

NAME	JUNE			JULY			AUGUST			TOTALS		
	Days on Duty	Work Days	Days Absent	Days on Duty	Work Days	Days Absent	Days on Duty	Work Days	Days Absent	Total Work Days	Total Days Absent	Percent of Attend.
Belden, Lois G.	15	15	0	21	21	0	23	23	0	59	0	100%
Cuevas, Gilberto	15	15	0	21	21	0	13	13	0	49	0	100%
Cuevas, Ramon	15	15	0	21	21	0	13	13	0	49	0	100%
Gillings, Mary L.	15	15	0	21	21	0	13	14	1	50	1	98%
Hill, Booker M.	15	15	0	18	21	3	10	14	4	50	7	86%
McClure, Thomas	15	15	0	20	21	1	20 1/2	23	2 1/2	59	3 1/2	94%
Williams, Emory	15	15	0	21	21	0	13	14	1	50	1	98%
Young, Gloria J.	15	15	0	20	21	1	13	13	0	49	1	97.9%
Williams, Eugene				21	21	0				21	0	100%
SUBSTITUTE TEACHERS:												
Lamurri, John							10	10	0	10	0	100%
Mader, Evelyn							10	10	0	10	0	100%
Twardock, J. Arthur							10	10	0	10	0	100%
Tankersley, Delores							10	10	0	10	0	100%
TOTALS										476	13 1/2	97.1%

Reasons for teacher absences include:11 days due to illness and 2 1/2 days for professional leave.

TEACHING AIDES

NAME	STATION ASSIGNMENT	ADDRESS	PRESENT ACTIVITY
Adame , Willie	Custodian	Immokalee	Employed
Barnhart, Bernardo	Bi-lingual	Immokalee	Edison Jr. College
Black, Cecilia	Home Economics	Immokalee	Employed Part-Time
Bradford, Allan	Shop	Ft. Myers	Edison Jr. College
Garcia, Hortencia	Bi-lingual	Immokalee	Housewife
German, Alice	Study Hall	Immokalee	Housewife
McHan, Carolyn	Office	Immokalee	University of Alabama
Posada, Angelita	Bi-lingual	Immokalee	Housewife
Sanchez, Minerva	Bi-lingual	Immokalee	Edison Jr. College
Tolliver, Evangeline	Office	Ft. Myers	University of Tampa
Bradford, Willie M.	Language Arts	Immokalee	Teaching

ROLE OF TEACHER AIDES

The following list includes specific duties and assignments of the teacher aides who proved invaluable in the program.

1. Arranged seating charts, checked attendance, and reported absentees to office daily.

2. Arranged bulletin boards, procured materials and books from the library, and generally kept the classroom clean and orderly.

3. Bilingual aides were invaluable in working with the Spanish-speaking students, and one aide remained with this group throughout the day for translation purposes.

4. Assisted with individual instruction in basic math and English for the illiterates. One aide, Alice German, remained in a study hall to work with the students on many personal academic problems.

5. Directed safety education, especially in the work shop. Allan Bradford served in this capacity and supervised usage of power tools. As a result, no accidents occurred during the program. These students had never used power tools before.

6. Procured films from Tri-County Film Service and filmstrips from the library.

7. Home Economics aide, Cecilia Black, assisted in pattern lay-out work and instructed in the proper usage of sewing machines. Although heavily used daily, there were no breakdowns of sewing machines during the entire program. Again, few students had ever used a sewing machine before. The aide was also instrumental in procuring sewing materials from local stores and obtaining old and used garments for reconversion into usable clothing.

8. All aides checked in and out of the office daily on the same basis as teachers.

9. During teacher absences the aides conducted classes. Four extra aides were hired for the final two weeks of the program to compensate for the loss of teachers who had to report back to county schools on August 17.

10. Helped on field trip to Miami in personal guidance and attendance.

Role of Teacher Aides (Cont'd)

11. Assisted in all social functions including the awards assembly.

12. Supervised clean-up operations during final days to prepare classrooms for opening of regular school.

13. Assisted in numerous student projects, particularly woodworking, science, and homemaking.

14. Offered guidance to students in personal problems.

15. Office aides helped in the following:

    a. routine secretarial work.

    b. attendance reports, stipend reports, weekly payrolls for students, monthly reports and payrolls for teachers and aides, assisted on payday and secured signed receipts on all checks distributed, withdrawal reports and personnel phasing out.

    c. assisted in production of student weekly newspaper.

    d. stencil cutting and multi-copy work.

    e. receptionists for visitors.

    f. checked out instructional materials.

    g. assisted in testing program, both administering and grading papers.

    h. completed requisitions and checked incoming shipments for back orders.

    i. errand messages to classrooms, school office and P.A. system announcements.

    j. assembly attendance, awards, etc.

    k. one qualified, office trained aide instructed other aides in business administration from 8:00 to 10:00 a.m. daily.

TEACHER AIDE ATTENDANCE

NAME	JUNE			JULY			AUGUST			TOTALS		
	Days on Duty	Work Days	Days Absent	Days on Duty	Work Days	Days Absent	Days on Duty	Work Days	Days Absent	Work Days	Days Absent	Percent of Attendance
Adame, Willie	15	15	0	20	20	0	23	23	0	48	0	100%
Barnhart, Bernardo							10	10	0	10	0	100%
Black, Cecilia	11	11	0	20	20	0	23	23	0	54	0	100%
Bradford, Allan	16	16	0	20	20	0	21	23	2	59	2	96.6%
Bradford, Willie	15	15	0	16	20	4	13	13	0	48	4	91.6%
Garcia, Hortencia							10	10	0	10	0	100%
German, Alice	15	15	0	20	20	0	23	23	0	58	0	100%
McHan, Carolyn	15	15	0	20	20	0	23	23	0	58	0	100%
Posada, Angelita							10	10	0	10	0	100%
Sanchez, Minerva							10	10	0	10	0	100%
Tolliver, Evangeline	15	15	0	20	21	1	23	23	0	58	1	98.2%
						TOTALS				423	7	98.3%

Teacher Aide records indicate a 98.3% attendance record for the entire summer program. Only 7 days were lost due to absentees and were the result of illness only. Aides checked in and out of the office daily and were compelled to sign a check-out list.

PUPIL ATTENDANCE DATA

Out of 123 beginning students, 101 completed the 420 hour summer school course with only 22 dropouts. Eighty-two (81% of final enrollment) maintained a good attendance record while 19 were considered unsatisfactory. Perfect attendance was achieved by 33 enrollees, while 21 missed only one day. Therefore, over 50% of the final enrollment had an excellent attendance record. The following data will show attendance by groups:

Group	Total	Perfect Attend-ance	Missed One Day	Missed Two Days	Missed Three Days	Missed Four Days	TOTALS
A	22	9	2	2	3	2	18
B	19	7	3	3	2	0	15
C	23	6	8	2	2	3	21
D	17	5	6	2	1	1	15
E	20	6	2	1	3	1	13
TOTALS	101	33	21	10	11	7	82
Percent of Enrollment:	82.1%	32.6%	20.7%	9.9%	10.8%	6.8%	81.1%

DAILY SCHEDULE

BETHUNE SCHOOL
SUMMER ADULT EDUCATION PROGRAM

	I	II	III	IV	LUNCH	V	VI	VII
	8:00-8:50	9:00-9:50	10:00-10:50	11:00-11:50	12:00-12:50	1:00-1:50	2:00-2:50	3:00-3:50
Portable (Lang. Arts) Young, Gloria	"A" Group	"B" Group	Confer-ance	"C" Group	Lunch	Confer-ance	"D" Group	"E" Group
Room 16 (Lang. Arts) McClure, Tom	"A-1"	"B-1"	Confer.	"C-1"	Lunch	Confer.	"D-1"	"E-1"
Room 15 (Mathematics) Cuevas, Gilberto	"B"	"A"	"E"	"D"	Lunch	Confer.	Confer.	"C"
Room 9 (Health-Science) Williams, Emory	Confer. Confer.	"E"	"A"	"B"	Lunch	"C"	Confer.	"D"
Shop (Ind. Arts) Hill, Booker	"C"	"C"	"C"	Confer.	Lunch	"A"	"A"	"A"
Room 13 (Home Econ.) Belden, Lois	"D"	"D"	"D"	Confer.	Lunch	"B"	"B"	Confer.
Room 10 (Home Econ.) Gillings, Mary	"D"	Confer.	Confer.	"E"	Lunch	"E"	"E"	"B"
Room 14 (Study) Cuevas, Ramon	"E"	Confer.	"B"	"A"	Lunch	"D"	"C"	Conf.

PAYMENT OF STIPENDS

The head of household received $30.00 per week for a period of twelve (12) weeks, plus $3.00 per week for each dependent up to a maximum of $45.00 per family per week. Absentees during the program were paid according to the May 4, 1967, directive by the Florida State Department of Education.

The only excusable absence was one due to illness of the student involved. Stipend payment for unexcused absences was not authorized, and pay checks were adjusted accordingly.

Weekly stipend reports were completed every Friday at the conclusion of classes and turned into the Finance Department of the Collier County Board of Public Instruction at that time. Checks for the previous week were made out and students received their stipend wage on the following Wednesday.

By making stipend payments weekly, it greatly aided the migrants in budgeting their money as well as helped maintain continuous school attendance.

Monthly operating reports were submitted to the State Department of Education as requested for further channeling to the Office of Economic Opportunity. All records and reports on the program are available for public review upon request.

GUIDANCE PROGRAM

Student guidance and counseling programs were conducted in various ways in order to "reach" as many adult students as possible in the short period of summer school and assist them in their personal problems. Below are listed the main features of the guidance program:

1. Guidance Counselor

   Mr. Eugene Williams, Principal of Bethune School, served in this capacity for one month. During this period, 85% of the student body was privately interviewed. Small groups of students having similar problems and interests were frequently assembled for group discussions of problems relating to family, school, and the community. Emphasis was placed upon better school and community relationships in these group meetings.

2. Program Director, Teachers, and Aides

   These people served in the guidance program daily and worked constantly to improve pupil morale, health habits, punctuality, economic direction, and future vocational planning.

3. Social Workers

   Personal counseling and guidance through home visitations for the adult migrant students and their immediate families continued throughout the summer. Social workers visited 80% of the students during the program and shortly thereafter.

4. Assembly Programs

   Occasional assemblies were held for the entire school enrollment concerning health conditions, personal hygiene, vocations, and citizenship training. Democratic procedures were used in presenting information. Local citizens and county health nurses participated in these assemblies. Announcements and school procedures were made when necessary.

Guidance Program (Cont'd)

5. Testing Program

A pre-school testing program was conducted to determine student grade levels. Results of the tests were used to group students of equal abilities in the same classes throughout the school day. One hundred and twenty-three students were thereby scheduled into five groups, A,B,C, D and E. A post-school test was later given to determine pupil improvement in grade levels as a result of the program.

6. Cumulative File

A permanent educational record on each enrollee was compiled and recorded on a prepared form by the State Department of Education. These records will be on permanent file in the state office for future reference.

Data on the following classifications is included in this cumulative file:

1. Family and Personal
2. Health
3. Education
4. Work and Training
5. Testing
6. Observations and Conferences
7. Achievements of Trainee
8. Past Work Record

STATE DEPARTMENT OF EDUCATION

On April 7, 1967, the Office of Economic Opportunity approved an Adult Education Program for Migrant and Seasonal Farm workers for a nine county area of central Florida. This program was to be conducted and supervised by the Florida State Department of Education.

Acknowledgment is hereby made to the State Department of Education Staff for their guidance and competent direction of this program. Staff members contributed greatly to the success of the adult summer training classes. They have labored many hours traveling to and from Collier County, visiting classrooms, and offering invaluable suggestions for improving school efficiency.

We want to gratefully extend our thanks to all State Department officials and other consultants and contributors as follows:

Carl W. Proehl, Ass't Superintendent, Adult Education
James H. Fling, Director, Adult and Veteran Education
R. Curtis Ulmer, Coordinator, Adult Basic Education
W. G. Bradtmueller, Consultant, Adult Basic Education
Arthur J. Collier, Consultant, Adult Basic Education
R. E. Palmer, State Supervisor, Adult and Veteran Education
Albert C. Hartsfield, Accountant, Comptroller Division
Peter B. Wright, Jr., Consultant, General Adult Education
M. J. Tankersley, Development Coordinator, MDTA
J. W. Sanderson, Consultant, Civil Defense Adult Education
W. W. Miley, Consultant, Adult Basic Education
Robert O. Stripling, Consultant, Title III - B Migrant Education
OEO

COLLIER COUNTY - ADVISORY COMMITTEE

MIGRANT EDUCATION

The following members comprised the Collier County Advisory Committee for Migrant Education:

1. Avala, Roberto - Spanish-speaking, Caucasian, Immokalee
2. Alvardo, Natalie - Spanish-speaking, Caucasian, Immokalee
3. Contrerras, Rosalie - Spanish-speaking, Caucasian, Immokalee
4. Crews, Philip - Caucasian, Immokalee
5. Gavin, Edna - Negroid, Naples
6. Lee, Albert - Negroid, Immokalee
7. McKinnay, Beulah - Negroid, Immokalee
8. Simon, Wilmer - Negroid, Immokalee
9. Simpkins, Alonzo - Negroid, Immokalee
10. Shaffer, Gerald - Caucasian, Naples
11. Whitaker, Mattie L. - Negroid, Everglades
12. Wright, Athelia - Negroid, Immokalee

Six Negroes, four Spanish-speaking and two Caucasians comprised the committee with which the Migrant Director and his staff conferred to improve and fulfill the programs' objectives.

IMMOKALEE LOCAL ADVISORY COMMITTEE

Membership roster:

Mr. Albert Lee
Rev. Harold Shearer
Capt. L. Weiss
Mrs. Marion Fethers
Mr. Simmons
Mrs. Edna Keener
Mr. Harry Evans
Mrs. Leola Matthews
Mrs. Silas Bacon
Mrs. Lucy Garcia

On June 10, 1967, the Local Advisory Committee held its first meeting and received a general briefing on the Adult Migrant Education Program. Objectives, student selection, stipend information, etc., were discussed.

A second meeting was held shortly thereafter, and final student selections were made from the available applicants. Community auxiliary services were announced including medical services, social workers, etc.

The final meeting focused upon program evaluation, and suggestions and recommendations were made for the improvement of any future programs for continuing education for migrants. Members attended the Awards Assembly on September 1, 1967.

SELF-HELP HOUSING

After spending the morning in shop classes, several male students then reported to active self-help housing projects for training assignments in the afternoon. Mr. Charles Carpenter (County Supervisor), Willard Adderly, and Albert Lee (member of State Advisory Committee) were supervisors.

Students worked on housing in groups of seven. No person was permitted to move into his house until all seven houses were completed. One thousand hours were required of each student, although husband and wife teams could each contribute 500 work hours.

By June 30, 1968, one hundred houses are planned for completion, 25 are now under construction, and 7 have been completed. Approximately 100 persons will be the beneficiaries of the program up to this point.

The construction work being done appears to be of high standards, and students are recommended for future continuing education and employment in the field of building construction.

AWARDS ASSEMBLY

On Friday, September 1, 1967, an awards assembly was held in the Bethune School Auditorium at which time graduation certificates were presented to all summer adult students completing the adult basic education course. This assembly offered experiences of achievement and success to students who had never graduated from an accredited elementary or high school. The presentation of awards by County Superintendent of Schools, John D. Roan, was an experience which fittingly climaxed the summer school program.

The following awards were made:

1. Certificate of Perfect Attendance - 33 students
2. Certificate of Merit (for successfully completing the course of study) - 101 students
3. Certificate of Civil Defense (two weeks training completed) - 101 students
4. Civil Defense Worker - pocket book size card - 101 students

Citizenship training resulted from group response to the Pledge of Allegiance. All announcements, invocation, and benediction, and musical selections were performed by students from the school. A copy of the exercises is included in this evaluation.

Light refreshments were served to all students, aides, and teachers in a final social gathering to end the school program.

ADULT MIGRANT EDUCATION PROGRAM
COMMENCEMENT EXERCISES
Friday, September 1, 1967
BETHUNE SCHOOL
IMMOKALEE, FLORIDA

PLEDGE OF ALLEGIANCE	Mr. Paul Morrissey Educational Coordinator COMMUNITY ACTION FUND, INC.

"I pledge allegiance to the flag of the United State of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

INTRODUCTION OF PROGRAM	Mrs. Roberta Abbott Mistress of Ceremonies
INVOCATION	Rev. Harry Evans
STUDENT TESTIMONIALS	Miss Helen Black, Mrs. Ellen Cornwell, Mrs. Ethel Henderson, Mrs. L. Matthews
COLLIER COUNTY HEALTH DEPT.	Miss Edna Keaner
COMMENCEMENT ADDRESS	Mr. Eugene Williams, Principal Bethune School
CHORAL ENSEMBLE	Roberta Abbott, Georgia Short, Lonnie Scott, Willie Wilcoxson, Vern Henderson, Frankie Anderson

SELECTIONS
"Must Jesus Bear the Cross Alone"
"Near the Cross"
"What a Friend We Have in Jesus"

SOLO	Mrs. Mattie Williams "Amazing Grace"
COLLIER COUNTY	Mr. Kenneth C. Pittman, Coordinator FEDERAL PROGRAMS
PRESENTATION OF AWARDS	Mr. John Roan, Superintendent COLLIER COUNTY SCHOOLS
REMARKS	Mr. Reuben S. Mitchell, Director Region 2 COMMUNITY ACTION FUND, INC.
BENEDICTION	Rev. Harry Evans

CERTIFICATE OF

PERFECT ATTENDANCE

This Certifies That

_____

a pupil of the _____ Grade of the _____ School

is awarded this Certificate of

PERFECT ATTENDANCE

at school during the term ending _____ 19____

Given at _____, this _____ day of _____, A. D., 19____

_____ _____

CERTIFICATE OF

MERIT

THIS CERTIFIES _____

has been awarded this certificate for

_____

Given at _____ *School*

Date _____ *Wayne L. Musser*
Director

WEBER COSTELLO, CHICAGO

FIELD TRIP

On August 15, 1967, 103 persons journeyed by bus to metropolitan Miami for a conducted and escorted field trip to points of interest.

Eighty-seven students, seven teachers, six aides, one director, and two bus drivers comprised the group. Due to home parental duties, nineteen students remained behind at school. One teacher remained in charge of this group to check attendance, and conduct a remedial mathematics, spelling, and language program. A short diagnostic test was given each student remaining in school.

A "Release from Liability" form was prepared, and each student was asked to sign before boarding the busses. All men were requested to "dress up" and wear a necktie. All ladies wore dresses, most of them newly completed in sewing classes. Picnic lunches were taken from home to defray expenses.

The following places of interest were visited:

1. Crandon Park - picnic lunch site
2. Crandon Zoo
3. Miami Seaquarium - water show
4. Museum of Natural Science
5. Planetarium
6. Miami Seaport
7. Residential Area
8. Industrial Area of Hialeah

BOARD OF PUBLIC INSTRUCTION
COLLIER COUNTY, FLORIDA

RELEASE FROM LIABILITY

By my signature to the statement of intent, I hereby release and hold harmless the above named school system and the individual sponsors, including teachers, directors, aides and staff, from all liability for mishap or injury to my person from the time of departure to the time of return. I assume for and on behalf of myself any and all risks incident thereto. It is understood the best possible care will be given me.

I, the undersigned, am willing to make _____

_____

on _____ (DATE).

_____
(SIGNATURE)

_____
(DATE)

STUDENT GOVERNMENT ORGANIZATION

In order to receive training in democratic procedures, a student organization was formed. Parliamentary procedures, the formal election of officers, appointment of committees, planning committees, and other civic functions were the basic objectives of the organization. A Spanish-speaking aide translated all business to the Spanish-speakers in order to promote equality and a fair election. Following democratic procedures, an election of officers was held and formally installed.

President	Harry Lee Evans
Vice-President	Ovidio Silvas (Spanish-speaking) Lois Scott (English-speaking)
Recording Officer	Willie Wilcoxson (English-speaking) Dolores Flores (Spanish-speaking)
Financial Secretary . . .	Alfiree Jackson
Parliamentarians	Rubena Sutton (English-speaking) David Ramirez (Spanish-speaking)

This organization contributed to the planning and successful completion of such school functions as: (1) award assembly, (2) fashion show, (3) clean-up day at the closing of school, (4) field trip, and (5) miscellaneous school problems involving migrant students.

Two committees were announced to serve the community in the future:

1. Beautification Committee - Willa Fletcher, Gussie Comer, Frankie Anderson, Charlie Gray, Claudie Cody, and Mary Joe
2. By-Laws Committee - Georgia Short, Roberta Abbott, Leola Matthews, Geraldine Davis, Cleo Hamilton and Philip Noel.

STUDENT PUBLICATION

"The People Echo" was a weekly newspaper reported, written, edited, and printed by a student staff. It served as a medium for making announcements, vocational training, student comments, literary skills, guidance information, and the development of personal pride in school achievements. This publication was well read by the student body, and also greatly aided in school-community relationships.

Staff Members

Editor	Leola Matthews
News Editor	Harry Evans
Social News Editor	Willa Fletcher
Proof-readers	Geraldine Davis, Ethel Henderson
Copy-readers	Harry Evans, Willa Fletcher
Typist	Delores Flores
Layout	David Ramirez
Reporters	Gussie Commer, Beatrice Hall, Loretha Hughes, Sammie Lee Pagan, Mildred Pray, Lonnie Bell Smith, Rubena Sutton, Mattie Lou Williams
Backshop and Distribution Crew	James Fox, Marie Turner, Harrison Walton, Fannie Wise, Helen Black, Dorothy Hollis

CIVIL DEFENSE PROGRAM

One of the highlights of our summer program was a very excellent two-week civil defense course attended by all students. Films were shown daily followed by lectures, classroom discussions, and practical demonstrations. Mrs. Evelyn Mader, Coordinator of Civil Defense Adult Education of the Dade County School System, conducted the program. Main topics studied during the program included:

1. Need for civil defense and U.S. civil defense organization.
2. Modern weapons and radioactive fallout.
3. Public fallout shelters.
4. Fallout shelter occupancy.
5. Fallout protection at home.
6. Community shelter planning.
7. Preparing for emergency operations.
8. Emergency from shelters and recovery.
9. Survival on the farm.
10. Outlining for family emergency planning.
11. First aid during wartime emergencies and around the home.
12. Theories of atomic energy.

Each student who successfully completed the requirements of the civil defense course was issued a certificate of achievement plus a pocket book size card showing qualifications as a civil defense worker. Interest displayed by the students was so high that a continuing education program in civil defense will be conducted at a later date.

Mouth to mouth resusitation, using student demonstrations and a training manikin, was a requirement of all students. As a result, 100 adults will be available in future community emergencies of either national or family emergencies. "Why didn't we have this program sooner?", was a common and frequent comment by the students as the course progressed.

FASHION SHOW AND EXHIBIT

As the program neared completion an attempt was made to exhibit student projects and materials. Personal pride through individual achievement was emphasized, and through the fashion show and exhibit, students were able to display lamps, dresses, tables, science projects, and a host of other items created during the summer.

Women students actually modeled dresses before an assembly of students, friends, and relatives in an overflowing auditorium. Other home management materials were displayed on the walls. A section of the auditorium was devoted to workshop projects of the male students. Of course, these items of household use became a part of the family home. Science projects added to achievement of an excellent exhibit.

The exhibit afforded all students an excellent opportunity to pridefully show their achievements. The program was undeniably a fine student morale booster, and the total program was a good lesson in civic relations. This day was a rewarding one for the project staff.

HEALTH SERVICES

Health services played a vital role in the school program, and although far from being complete and adequate, served as a start toward better health conditions in the community. Awareness to conditions of health and sanitation were keynotes in science and civil defense classes. Personal physical problems were discussed through guidance counselors, social workers, and teachers. Assembly programs covered venereal diseases and birth control. Blood tests were given each student by Dr. Hornsby. Thirty students received diagnostic eye tests administered by the County Nurse, and applications were submitted to the Council for the Blind. All thirty were found to have sight deficiencies. A local civic organization (Lion's Club) donated six pairs of eyeglasses. Dental care was available through the County Health Department in Naples.

Almost 50% of the student body volunteered blood donations to the John Elliott Blood Bank of Miami.

First aid was carefully covered in the civil defense course. Before completion of the course, each student was required to be able to administer mouth-to-mouth resuscitation. A training manikin indicated visual evidence of satisfactory performance by each student.

It was generally agreed by all teachers, aides, and nurses that more medical assistance is needed by migrant workers. In future programs, a physical examination should be given at the beginning of classes. Additional funds are needed to improve medical facilities.

Health Services (Cont'd)

The following physical defects were found to be most common among these migrants: (1) Poor nutrition, (2) Obesity as a result of poor nutrition, (3) Skin diseases, (4) Problem of illegitimate pregnancies, (5) High blood pressure, (6) Defective vision, and (7) Dental problems.

COUNTY AND LOCAL MEDICAL STAFF

Dr. Clyde Brothers . . . .County Health Director

Dr. Garrahan . . . . . .Dentist

Dr. Hornsby. . . . . .Infectious Disease Investigator

Mrs. G. Palmer . . . . . .Nurse

Miss Edna Keener . . . . .Migrant Nurse

Mrs. Katherine Cannon. . .Migrant Nurse

Mrs. John Smith. . . . . .Nurse

ROLE OF THE SOCIAL WORKER

Mrs. Marion E. Fether, Immokalee Social Worker, proved to be a vital force in the success of the adult migrant school program. Since Collier County was granted a contract for the program on June 1 and sessions commenced on June 12, teachers, aides, and students needed to be recruited quickly yet with care. Mrs. Fether proved to be an excellent recruiter due to her past experiences in the migrant area. She was directly responsible for procuring 50% of the adult students and 100% of the teacher aides.

Five HEP (High School Equivalency Program) candidates were approved and now are attending South Florida University. MDT (Manpower Development Training) candidates as a follow-up for the adult summer school program and continuing education were also recruited by the social worker.

Mrs. Fether provided transportation to and from medical centers for students requiring medical attention. She offered personal guidance services during her home visitations and assisted numerous migrants with their personal problems. After the program had been completed, she visited 70% of the students in their homes as a follow-up. Mrs. Fether commented, "<u>These adult students were parents of children in school and by showing them the value of education, further child education in the area would be much easier and with fewer dropouts</u>."

TEACHER COMMENTS

HOME ECONOMICS
Mary L. Gillings, Instructor
Homemaking and Clothing Construction

I. Ways to make the program more effective:

1. Provide additional health services.

2. Provide more materials (cloth, thread, trimmings,etc)

II. Suggestions for improving Home Economics Classes:

1. Smaller class size.

2. Improved machines.

3. More tools and equipment.

III. Items most needed by students:

1. Hot lunch program.

2. Planned social affairs.

3. Improved family relations.

IV. Areas where the program failed to meet the needs of the student:

1. All students were reached through the program in some way.

V. Best features of Home Economics Program:

1. Students were able to make clothing for their families

2. Students learned to lay out and cut commercial patterns.

3. Some students developed skills in tailoring.

4. Students now have a workable knowledge of the use, care, and operation of the sewing machine.

5. Talents were discovered among students who believed that they could not sew.

VI. Use of Teacher Aides:

1. I had an aide for one hour daily who did the interpreting for the Spanish-speaking students.

VII. Community Services observed:

Clothing, remnants, and patterns were donated by church groups and other private individuals. Special aid received for the students was the cooperation of Mr. Roberts, proprietor of the Fabric Center, Naples, to sell sewing machines to all students desiring one for the price of $44.95 each. This low discount price should make it easier for each student to secure a machine of her own.

Teacher Comments (Cont'd)

HOME ECONOMICS
Lois G. Belden, Instructor
Homemaking and Clothing Construction

I. Ways to make the program more effective:

1. My only suggestions as to making the program more effective would be a little more care in screening the participants.

2. If possible, the origianl faculty should complete the term with their classes.

II. Items most needed by students:

1. Better and lower cost housing facilities.
2. More medical doctors available (eye, ear, and nose specialists).
3. Opportunity for more education and vocational instructors.
4. Better job opportunities.
5. Day care centers for children.
6. Lower prices for essential consumer needs.
7. Hospital-type care available.

III. Suggestions for improving home management classes:

1. The home management program would be improved by one teacher teaching all clothing and construction classes and the other teacher concentrating on food and nutrition.

2. The teacher having the home economics laboratory assigned to utilize this for demonstrations by herself and by students.

3. The program would be improved by using standard sewing machines. "Touch and Sew" machines are in constant need of repair.

IV. Areas where the program failed to meet the needs of the student:

1. Lack of facilities for home management teaching was our most obvious hindrance.

2. Less expensive sources for fabrics and notions.

V. Best features of Clothing Construction Program:

1. The enthusiasm with which this program began and has continued the entire summer.

2. Exposure of real talent possessed by a few of the participants.

3. Lack of hesitation in attempting new and more difficult problems in clothing construction.

4. Happy and good-natured attitudes of the participants toward each other.

5. The wonderful progress and accomplishments of the participants and their personal pride in completed clothing projects.

6. Marked improvement in the personal appearance of the participants.

VI. Use of Teacher Aides:

I used teacher aides to instruct the participants who requested and wanted assistance in solving special "knotty" problems. When the aide could not cope with the problem, I worked with the participants.

VII. Community Services observed:

Community service was not a big thing in our program, but I feel that we performed a community service by helping women to accept good grooming habits and thereby improve their appearances. The difference in their appearances after having participated in the program for a few days has been commented on by the townspeople.

We received community services from the County Nurse in the form of a lecture on birth control, and lectures on safety and emergencies in the home. Medical examinations and corrective treatment were given to persons referred to them by the school.

Teacher Comments (Cont'd)

INDUSTRIAL ARTS
Booker M. Hill, Instructor

I. Ways to make the program more effective:

1. The program would be more effective if the school day were shorter as students get restless near the end of the day.

2. An on-campus lunch program should be set up so that each person is assured of an adequate lunch. Students would perform better in the afternoon if they had a good lunch.

II. Suggestions for improving industrial art classes:

1. The industrial arts class could be improved by offering subject matter that would be in line with the needs of industry. These courses would be metal working, welding, auto mechanics, and electronics. Woodworking is somewhat out of date. Few jobs are available in the area of woodworking as compared to the other areas.

III. Items most needed by students:

1. An adequate lunch program.
2. Formation of good health habits.
3. Instruction in the wearing of proper clothing.
4. Instruction in consumer economics.
5. Instruction in filling out all types of forms.
6. Instruction in language usage.
7. More extensive health services.
8. Knowledge of common law so that they may know their rights.
9. Assurance that the teachers are interested in them.
10. Motivation to make them go farther to improve themselves after they finish the program.

IV. Areas where the program failed to meet the needs of the students:

1. The program did not provide all the health services needed by the students.

2. The small amount of the stipend caused several good students to quit the program to work for more money.

3. Pre-vocational training should have been in more areas, which was not possible because of limited facilities.

V. Best features of the Industrial Arts Program:

1. Industrial Arts acquainted students with tools and materials of industry.

2. It developed the manipulative skills of the students.

3. It allowed the student to use his creative ability.

4. It gave students a chance to build projects that could be used in the home.

5. It gave students a sense of pride and confidence.

VI. Use of Teacher Aides:

1. The aide in the Industrial Arts Department was utilized to prepare the classroom for instructions.

2. He performed tasks such as checking attendance, preparation of stencils.

3. He aided instructing students in the proper use of tools and equipment and safety education.

VII. Community Services observed:

In the area of Industrial Arts there were no specific community services rendered. However, dental care, eye examinations and other medical assistance were given the students.

Teacher Comments (Cont'd)

HEALTH AND SCIENCE
Emory Williams, Instructor

I. Ways to make the program more effective:

1. Earlier selection of instructors for the program so that adequate advance planning may be made.

2. Survey of students' backgrounds so that instructors may have some awareness of student deficiencies.

3. Maintenance of extensive personal acquaintance with community leaders and groups.

4. Extend length of the program.

II. Items most needed by students:

1. Guidance and counseling.
2. Vocational training.
3. Language arts.
4. Extensive preparation for meeting problems of their homes, families, and community.
5. Opportunity to participate in more healthful activities.

III. Suggestions for improving Health and Science classes:

1. Provide aides for each instructor to allow for more demonstrations.

2. Participation in more field trips.

3. Provide more science materials.

4. Selection of those students who were interested in the area of science.

IV. Areas where the program failed to meet the needs of the students:

1. Lack of guidance information made it difficult to determine the needs of each student involved.

V. Best features of the Health and Science Program:

1. Through experimentation students were able to get a better visual picture of plants and their food-making processes.

2. By keeping live animals, students were able to observe their growth patterns.

3. Study of health and good sanitation habits.

4. Through demonstrations students were shown how to administer immediate first aid and how to use safety measures.

5. Stressing the movement of the earth and its effects upon us: time, day, and night, seasons and seasonal change.

Teacher Comments (Cont'd)

MATHEMATICS AND CONSUMER EDUCATION
Gilbert J. Cuevas, Instructor

I. Ways to make the program more effective:

1. A special program for the Spanish-speaking students should be provided.

II. Suggestions for improving mathematics classes:

1. In the mathematics and consumer education classes, I could have used (with more advanced students) books on bookkeeping and elementary algebra.

2. A separate group could have been created for a bookkeeping class.

3. Consumer education texts for the most part should have been geared to a much lower grade level.

III. Items most needed by the students:

1. Health care
2. Decent housing facilities
3. Proper jobs for older people
4. Advice on legal matters
5. Hot lunches

IV. Areas where the program failed to meet the needs of the students:

1. For the Spanish-speaking students, there should have been an intensive English program.

V. Best features of the Mathematics and Consumer Education Program:

1. Understanding of the four basic operations, namely: addition, substraction, multiplication, and division.

2. Application of the operations in consumer activities.

3. Stimulated interest in areas such as bookkeeping.

VI. Use of Teacher Aides:

My aide, a bilingual person, helped in giving special aid to the slower students who spoke very little or no English.

VII. Community service observed:

1. Jordan-Marsh Department Store of Miami provided practice work forms as application blanks for jobs, charge account forms, etc.

2. First Federal Savings and Loan Association of Miami gave information concerning savings accounts, loans, and interest rates concerning loans.

3. Some students in my classes were given eye tests and medical assistance through supportive services offered by Community Action Fund and County Health Services.

Teacher Comments (Cont'd)

SUPERVISED STUDY HALL
Ramon G. Cuevas, Instructor

I. Ways to make the program more effective:

1. Provide a special program for Spanish-speaking students.

II. Suggestions for improving this phase of the program:

1. Visual aides could have been used for review of materials taught in class.

III. Items most needed by students:

1. Health care
2. Decent housing facilities
3. Proper jobs for older people
4. Advice on legal matters

IV. Areas where the program failed to meet the needs of the students:

1. A special intensive English program for the Spanish-speaking students should have been provided.

2. Students could have profited more if they could have participated in the program longer.

V. Best features of Supervised Study Hall:

Most students developed good study habits and worked on personal problems in mathematics and English. They became interested in reading the daily newspaper for the first time and familiar with the different sections of the paper. The Fort Myers News Press contributed twenty copies daily to be utilized by the participants in this program.

VI. Use of Teacher Aides:

My aide checked attendance, graded papers, and gave individual assistance to those who had doubts and problems concerning their assignments and study materials.

VII. Community Services and Special Aids:

Along with the contribution of the daily paper from the Fort Myers News Press, county agencies in Immokalee provided medical aid for the students.

Teacher Comments (Cont'd)

LANGUAGE ARTS
Harry T. McClure, Instructor

I. Ways to make the program more effective:

1. More initial planning.

2. Allow the teachers a planning week before the program begins, etc.

II. Suggestions for improving the language arts classes:

1. Smaller classes as literacy classes should number from five to seven students.

2. One language arts teacher should concentrate on the speech area.

3. A speech laboratory should be set up utilizing tape recorders, which could be operated by aides.

III. Items most needed by students:

1. More money for dependents.
2. More comprehensive health and dental programs.
3. Hot lunches.
4. More individual and group counseling.
5. Social and cultural activities.
6. A shorter school day.
7. Educational tours.
8. Financial counseling and assistance.
9. Project case workers.
10. Metal shop work, auto mechanics.
11. A project employment agency.

IV. Areas where the program failed to meet the needs of the students:

1. The project could have done much more in the areas of job counseling and referrals.

2. We should have made connections for the students, appointments for interviews, etc.

V. Best features of the Language Arts Program:

1. Preparation of students for job interviews.

2. Extensive class discussion on "Why Work."

3. Utilization of practical reading materials in the areas of science, health, law, and work.

4. Basic grammar and sentence structure taught as needed.

VI. Use of Teacher Aides:

My part-time aide assisted with the slower students and helped to prepare class materials.

VII. Community Services and Special Aids:

1. Health Department = migrant health services of all types.

2. Lion's Club of Naples - eye examinations and glasses.

3. Community Action Fund, Inc. (Fort Myers) - supportive services in the area of health, etc.

Teacher Comments (Cont'd)

LANGUAGE ARTS
Gloria J. Young, Instructor

I. Ways to make the program more effective:

1. More emphasis on vocational training.

2. Shorter school day.

3. Provisions made for the children of participants.

II. Suggestions for improving the language arts class:

1. More time for pre-planning.
2. More individualized study.
3. More equipment for remedial students.
4. More materials for remedial students.
5. Home visitations in order to understand the student better.

III. Items most needed by students:

1. Need to learn economics, or how to economize.
2. Emphasis needs to be placed on hygiene and better care of the body.
3. More emphasis placed on good grooming.
4. Need more time to learn a trade for those who will never learn the academics.
5. Provisions for an adequate health program and remedial follow-up.
6. An assured job after completing the program.
7. Other jobs provided besides farm labor.
8. Provide transportation.
9. Provisions for lunch program, with jobs being provided for those who could not pay for lunch and preferably lunchroom management.
10. Provided child care center for those who cannot afford it.

IV. Areas where program failed to meet the needs of the students:

1. Provisions provided for all students to eat in the lunchroom.

V. Best features of the Language Arts Program:

1. Writing compositions.

2. Sentence structure.

3. Ways of getting and giving information

4. Writing creative poetry, etc.

5. Summarizing teacher prepared test booklet successfully.

VI. Use of Teacher Aides:

The main function of my aide was to work with slow learners and the little or non-English speaking students individually because of the many group levels in each class. The aide also helped individual students with subject-oriented problems, and checked attendance along with other duties that required attention.

VII. Community Services observed:

Some agencies provided clothing for students, as well as assisted in all areas of personal need.

Special aid for students:

1. Encouraged students to get into HEP Program (High School Equivalency Program)

2. Aided in assisting one student to get an investigator's job with Legal Services of OEO.

Teacher Comments (Cont'd)

CIVIL DEFENSE ADULT EDUCATION
Evelyn D. Mader, Coordinator
Dade County School System

My work as the instructor of the "Personal Survival in Disaster" course, incorporated in your Migrant and Seasonal Workers Educational Project at Bethune School the past two weeks, has been most pleasant due to the many courtesies and willing assistance extended to me.

From my first day at Bethune I was impressed with the dedication of the instructors, the apparent progress made by the students, and the real interest the students had for their classes.

It has been my privilege to train over 500 students enrolled in the Migrant and Manpower Adult Education Programs this summer. I know that much of the inspiration for a successful program is created by the director and his staff.

If I can be of assistance with our Adult Education Civil Defense Course in the future, you need only to notify Mr. J. W. Danderson, State Consultant for the Civil Defense Adult Education Program, Department of Education, Tallahassee.

COMMENTS BY SUBSTITUTE TEACHERS

Two weeks of teaching and observation in the "Head of Family Program" left some definite impressions about this program.

There is no question that these people have benefited materially, educationally, and socially.

Spanish-speaking students have gained so much toward their understanding of the English language. (And much to our own benefit, we must admit that many of us as teachers have picked up a little Spanish.)

It is interesting to note the eagerness expressed by so many in their desire to know more about the language arts, especially simple spelling and word meanings. Their need for classroom work in mathematics has been a source of workshop exercises for the teachers. Instructors have had at their fingertips so many practical applications to teach such as sales tax, budgets, interest payments, etc.

There is no question that the weekly stipend has been an economic boost to all of these people. Their general standard of living has improved materially as evidenced by their dress.

And as would be expected, they have benefited socially. Their involvement in class discussions, their business meetings, and training in public speaking and parliamentary rules have all increased their general concepts of living and working together.

I would close by stating that their association with teachers, students, and various personnel has improved their self-concept materially.

J. A. Twardock

As a last two-week substitute in the Head of Family Program, I was most impressed in results that could be obtained by various individuals in spite of the wide diversity of the group, as to age, mental age, mental capacity, previous experiences, physical condition, sex difference, and language barrier.

I feel that I was able to reach each individual and assist them in their desired quest for applicable knowledge according to their level.

John Iamurri

Comments by Aides (Cont'd)

The entire program would be more beneficial if the students could be divided into groups according to their abilities. In large groups of variable abilities, the extroverts tend to oust the already intimidated introverts. In this group separation you can assign tasks accordingly, as the more brilliant or further advanced as opposed to the slower or non-English speaking.

The Spanish-speaking need more verbal practice and pronunciation of the English they are assigned. They should be taught the association between the English words and their Spanish counterparts. It does them no good to learn numerous English words when they don't know what they are saying.

They should be taught to think in either language and be able to convert their thoughts into the other. In this manner the students can express themselves and their needs to both English and Spanish-speaking persons in conversation.

Another thing that might build their confidence is the assurance that there is no shame in trying and being wrong. They must realize that they are farther ahead when they attempt to use their newly acquired knowledge than when it's kept bottled up inside. "Practice makes perfect" means just what it says, and its application can work wonders.

I have already witnessed the marvels that this program has worked on our people, and the thought of it being continued year-round is absolutely delicious! What these people could accomplish is beyond words. I'm sure that even the ones who put the weekly paycheck as their primary reason for attendance will eventually dismiss it as of secondary importance.

Minerva Sanchez

If I had to choose just one thing that makes this program important, it would be that it helps those that are unable to help themselves, but would like to help themselves if possible.

Having learned much from experience, the people in this program are aware of conditions in the cold, cruel world. These people, therefore, know what they need in order to survive in that world. They also desire to better their lives and the lives of their children. The students realize that improvement can only come through education or a miracle sent from heaven of which there are few.

Comments by Aides (Cont'd)

I believe that in order to remain in a program such as this, the student should manifest his desire to be a student. The student in the program only for the money he receives, although this money is important, is missing his golden opportunity. This student should be removed from the program to make room for the student that is sincere in his desire to learn and to better his life.

Each department has in some way had an impact on the students. Some of the students feel that night classes during the winter would be beneficial in keeping their minds alert and advancing their wisdom.

Miss Cecilia Black

Some of the students can learn easier than others, and it would be a good idea if they would divide them into groups according to what they know. Most of them can pronounce the alphabet letters. They have trouble in pronouncing the vowel sounds, a,e,i, o,u. Most of the Spanish people could learn how to pronounce the words better if you tell them the words in Spanish and in English. Emphasis must be placed on a bilingual person conquering the unknown language. The opportunities that will be available for them are disregarded by too many of them. The students must be encouraged to take pride in being able to correct their broken, incorrect English into the most beautiful sound they have ever heard.

Now that they have been given an opportunity to learn, they must realize the importance of taking advantage of it. Teachers and aides can emphasize and strengthen these points by congratulating a student on even the most minor achievement. We must not allow them to get discouraged or depressed if failures do occur. It is us they look to for guidance and compliments. It is our duty, and may I say, privilege and pleasure to do so.

Hortencia Garcia

This program has helped the people both financially and educationally. The women have learned to make garments, which will reduce their expenditures. Also, they may be able to earn money by sewing for someone else. The men have made beautiful lamps, bookcases, and other woodworking projects in Industrial Arts. I think the courses in general education were a great necessity. Some of the students gained self-assurance and a desire to continue their education, which would have probably never happened

Comments by Aides (Cont'd)

without this program. Anyone could have seen the desire in these people to learn. Maybe it was because many of them never had a chance, but when they received one, they really made good use of it.

Students can be helped as far as the library is concerned, by letting them choose their own reading materials from the library. By doing this each person will get what he is interested in reading and could even use other references if necessary.

Mrs. Lula M. Maxwell

When this program was first introduced to me, I never dreamed it would do as much good as it has. As I talked to possible applicants for this program, they would look back at me with skepticism and sometimes fear. For this class of people do fear what they don't understand. In most cases they were without even basic elementary education and because of this entered this program with a great deal of apprehension.

The first real impact of this program of course was financial. As one widowed mother said to me, "At least I can feed my kids", I knew then that the immediate results were being felt by our whole community. We have in our community a local group, who through private donations strive to help migrant people in emergencies. During the month of June, 1967, our bills totaled almost $400. As soon as this program had two pay days our bills dropped to less than $25. This speaks for itself.

The more subtle and long lasting results perhaps cannot be seen by just anyone. I see them because I visit these people and am in the field every day. The mother who showed me with pride the clothes she had made for her children. This mother had never made anything before in her whole life and was amazed at herself because she found out she could learn to sew. The father who told me he was going to try and add another room to his house because he had learned something about carpentry. The father who took some scraps of lumber and made a partition on his house, because he had three teenage daughters and this is the first time the girls have had privacy in the home. The family who came to me about Self-Help Housing because the father now had confidence he could give his time toward this. Oh yes, I expect the benefits of this program to be felt for a long time.

Along with these benefits, we have been able to help with medical and dental problems. A well person can work and earn some sort of a living, but a sick one becomes a problem for everybody including his family. Through this program, I have been able to make family contacts and tackle some of the problems concerning the children. The psychological benefits some of these adults have learned will be felt through their children. Their attitude toward their children getting an education is probably the most important. Learning, too, that someone cares about what happens to them has been a revelation to me. Perhaps for some of them it is the first time anyone has shown that they care, but the most important and wonderful part is that they themselves have done the learning.

Mrs. Marion E. Fether
Social Worker
Title III-B Migrant Program

TESTING PROGRAM

In order to group students according to equal abilities a pre-test was given each student during the first week of school. Adult Basic Education Student Survey Form A, Educational Opportunities Division of Follett Publishing Company, edited by Elvin Rasof and Monroe C. Neff was given and the results recorded.

Near completion of summer school, Form B of the same test was given in order to determine achievement progress. Grade level was used as a basis for comparison and the degree of improvement for each student.

Group	Pupils Completing Pre & Post Test	Pre-Test Average	Post-Test Average	Average Gain
A	9	4.9	6.6	+1.2
B	19	4.0	4.7	+ .7
C	9	3.7	4.3	+ .6
D	0 (Illiterates)	0.0	0.0	.0
E	19	5.2	6.1	+ .9
TOTALS	56	Average 4.45	5.42	+ .85
Unable to test (Illiteracy)	32			
Incompleted tests (Illness)	13			
TOTAL STUDENTS	101			

CONCLUSION

The average grade level of all students upon enrollment and based upon 56 completely tested pupils was 4.45. However, the Spanish-speaking group and other illiterates totaling 32 would definitely reduce the beginning grade level average considerably. Thirteen of this group never attended school, 4 completed Grade 1, 5 completed Grade 2, 2 completed Grade 3. Of the 56 pupils who completed the testing program, an average increase in grade level (through classroom achievement) of .85 was shown as a result of the post-test. Improvement in the 32 illiterates (Spanish speakers and others) was undeterminable, as they were unable to read the test questions. A test for similar students is recommended for future programs.

AVERAGE BASED UPON GRADE LEVELS

Group	No. Students	Vocab-ulary	Reading	Compu-tation	Problem Solving	Average Improvement
A	9	1.9	1.3	1.2	.7	+1.2
B	19	.5	.8	.9	.6	+ .7
C	9	.6	.02	.7	.7	+ .6
D	0	.0	.0	.0	.0	.0
E	19	.7	1.4	1.0	.5	+ .9
TOTAL	56					
Average Gain		.92	.875	.95	.62	+ .85

As a result of the above data, most improvement on grade levels was shown in the field of mathematics (.95), followed by vocabulary (.92), reading (.875), and problem solving (.62).

T E S T I N G D A T A

GROUP A

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
BURGIN, SCOTT	M	60	w	12	PRE					Inc.	
					POST	7.0	5.5	5.1	4.8	5.6	
					CHANGE					Inc.	
CASTILLO, ERNEST	M	56	Sp.	5	PRE						Unable to Test
					POST						
					CHANGE						
COLON, VICTOR	M	52	Sp.	6	PRE						Unable to Test
					POST						
					CHANGE						
CUNNINGHAM, JAMES	M	56	W	12	PRE	7.9	5.8	5.3	7.9	6.7	
					POST	7.9	7.5	7.5	7.3	7.5	
					CHANGE	0	+1.7	+2.2	- .5	+ .8	
DAVIS, LOVE	M	52	N	6	PRE	4.1	3.3	5.3	5.2	4.4	
					POST	7.9	5.2	4.8	3.8	5.4	
					CHANGE	+3.8	+1.9	- .5	-1.4	+1.0	
EVANS, HARRY	M	38	N	12	PRE	6.5	6.5	5.1	6.7	6.2	
					POST	7.9	6.0	6.0	5.9	6.4	
					CHANGE	+1.4	- .5	+ .9	- .8	+ .2	
FOX, JAMES	M	64	W	8	PRE	3.9	3.8	5.2	4.3	4.3	
					POST	7.5	3.5	5.2	7.0	5.8	
					CHANGE	+3.6	- .3	0	+2.7	+1.5	
GARCIA, JOHN	M	62	Sp.		PRE						Unable to Test
					POST						
					CHANGE						
GREENE, LUTHER	M	43	W	8	PRE						Unable to Test
					POST						
					CHANGE						
HENDERSON, WILLIAM M.	M M	48	W	12	PRE					Inc.	
					POST	7.9	3.2	4.9	5.3	5.3	
					CHANGE					Inc.	
JOE, MARY	F	44	I	9	PRE	1.0	2.8	3.6	1.0	2.1	
					POST	4.7	5.5	5.8	2.0	4.5	
					CHANGE	+3.7	+2.7	+1.8	+1.0	+2.4	
LEMAS, IGNACIO	F	49	Sp	0	PRE						Unable to Test
					POST						
					CHANGE						
PETHOUD, LOUIE	M	55	W	6	PRE	5.8	2.5	4.2	6.0	4.6	
					POST			3.2		Inc.	
					CHANGE					Inc.	
RAMIREZ DAVID	M	20	Mex.	6	PRE	5.9	5.5	5.2	5.3	5.4	
					POST	5.8	7.1	6.2	6.0	6.2	
					CHANGE	- .1	+1.6	+1.0	+ .7	+ .8	

T E S T I N G D A T A

GROUP A

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VACABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTA-TION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
SANTIAGO, BALTAZAR	M		Sp.		PRE	1.9	2.2	3.7	1.0	2.2	
					POST					Inc.	
					CHANGE					Inc.	
SUTTON RUBENA	F	24	N	10	PRE	6.0	4.0	4.7	5.0	4.9	
					POST	7.0	5.2	5.9	5.8	5.9	
					CHANGE	+1.0	+1.2	+1.2	+ .8	+1.0	
WALTON, HARRISON	M	59	N	6	PRE	1.9	2.4	1.9	2.1	2.1	
					POST	6.5	5.0	5.3	5.5	5.5	
					CHANGE	+4.6	+2.6	+3.4	+3.4	+3.4	
WILLIAMS, MELT	M	47	N	1	PRE						Unable to Test
					POST						
					CHANGE						
WINSLOW, KENNETH	M	45	W	12	PRE	7.9	7.1	6.2	7.0	7.0	
					POST	7.9	7.9	7.0	7.3	7.5	
					CHANGE	0	+ .8	+ .8	+ .3	+ .5	
DAVIS, LLOYD	M	56	W		PRE						Unable to Test
					POST						
					CHANGE						
GARCIA, BENITO	M	45	Sp.	4	PRE					Inc.	Enrolled late for pre-Test
					POST	4.0	6.5	5.4	4.0	4.9	
					CHANGE					Inc.	
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						

T E S T I N G D A T A

GROUP B

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULATY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
ABBOTT, ROBERTA	F	54	N	3	PRE	5.8	2.9	3.0	3.7	3.5	
	F				POST	6.5	5.5	4.3	4.6	5.2	
					CHANGE	+ .7	+2.6	+1.3	+ .9	+1.7	
ADAME, BELEN	F	37	Sp.	3	PRE	3.8	2.7	4.0	4.0	3.6	
					POST	6.5	2.8	4.7	4.7	4.6	
					CHANGE	+2.7	+ .1	+ .7	+ .7	+1.0	
ANDERSON, FRANKIE	F	25	N	7	PRE	4.7	4.4	4.2	3.7	4.2	
					POST	4.0	3.7	3.6	3.7	3.7	
					CHANGE	- .7	- .7	- .6	0	-0.5	
ARMSTRONG, ISABEL	F	29	N	6	PRE	4.3	2.9	3.5	2.9	3.4	
					POST	4.9	4.2	4.1	4.0	4.3	
					CHANGE	+ .6	+1.3	+ .6	+1.1	+0.9	
BRYANT, ROSA L.	F	27	N	7	PRE	4.7	3.6	4.2	2.6	3.7	
					POST	4.6	5.5	4.7	3.4	4.5	
					CHANGE	- .1	+1.9	+ .5	+ .8	+0.8	
FULLER, ANNIE	F	51	N	9	PRE	5.0	2.7	4.2	3.9	3.9	
					POST	5.4	5.2	4.6	4.5	4.9	
					CHANGE	+ .4	+2.5	+ .4	+ .6	+1.0	
HAMBRIGHT, BERTHA	F	21	N	12	PRE	5.9	5.8	5.8	5.9	5.8	
					POST	6.0	5.8	5.4	5.4	5.6	
					CHANGE	+ .1	0	- .4	- .5	-0.2	
JACKSON, MAGGIE	F	43	N	9	PRE	4.0	2.7	2.6	2.1	2.8	
					POST	4.7	3.4	4.3	4.5	4.2	
					CHANGE	+ .7	+ .7	+1.7	+2.4	+1.4	
JACKSON, ALEIRRE	F	33	N	5	PRE	4.6	3.0	4.6	4.1	4.0	
					POST	5.9	4.0	5.3	4.0	4.8	
					CHANGE	+1.3	+1.0	+ .7	- .1	+0.8	
JOHNSON, MARTHA	F	34	N	11	PRE	4.1	4.6	4.6	5.1	4.6	
					POST	5.2	5.0	5.6	5.1	5.2	
					CHANGE	+1.1	+.4	+1.0	0	+0.6	
McGEE ARNEDA	F	25	N	6	PRE	5.8	2.8	4.0	4.2	4.2	
					POST	5.4	6.0	5.1	4.9	5.3	
					CHANCE	- .4	+3.2	+1.1	+ .7	+1.1	
SANCHEZ, CATARINA	F	34	Sp.	3	PRE	1.0	3.4	1.7	3.0	2.2	
					POST	4.2	3.4	4.9	4.1	4.1	
					CHANGE	+3.2	0	+3.2	+1.1	+1.9	
SCOTT, LONNIE	F	40	N	5	PRE	4.7	2.9	4.0	3.5	3.7	
					POST	4.0	4.4	4.7	4.2	4.3	
					CHANGE	- .7	+1.5	+ .7	+ .7	+0.5	
SHARP, DOROTHY	F	35	N	6	PRE	5.6	2.9	3.0	3.8	3.8	
					POST	4.4	3.8	4.2	5.0	4.3	
					CHANGE	- .8	+ .9	+1.2	+1.2	+0.5	

T E S T I N G D A T A

GROUP C

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
ASKEW, ANDREW	M	39	N	2	PRE						Unable to Test
					POST						
					CHANGE						
CHURCH, JOSH	M	52	N	1	PRE						Unable to Test
					POST						
					CHANGE						
CISNEROS, NOE	M	25	W	7	PRE	5.2	5.0	5.1	5.6	5.2	
					POST	6.0	5.8	5.6	6.4	5.9	
					CHANGE	+ .8	+ .8	+ .5	+ .8	+0.7	
FORBES, CLAUDE	M	52	W	8	PRE						
					POST	7.9	7.1	7.3	7.6	7.4	
					CHANGE					Inc.	
FULLER IZELLE	M	22	N	10	PRE	3.1	2.6	4.7	3.6	3.5	
					POST	4.5	3.7	6.0	4.7	4.7	
					CHANGE	+1.4	+1.1	+1.3	+1.1	+1.2	
GARCIA, JOSE M.	M	18	Sp.	7	PRE	3.6	2.5	3.9	2.6	3.1	
					POST	3.5	2.8	4.4	3.3	3.5	
					CHANGE	- .1	- .3	+ .5	+ .7	+0.4	
GARCIA JOS. M.	M	64	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
GOMEZ, ENRIQUE	M	59	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
GONZALEZ, JUAN	M	35	Sp	6	PRE	4.0	1.8	3.8	2.0	2.9	
					POST	3.3	1.3	3.7	3.9	3.0	
					CHANGE	-.7	-.5	-.1	+1.9	+0.1	
HERNANDEZ, ARTURO	M	36	Sp	0	PRE						Unable to Test
					POST						
					CHANGE						
JOHNSON, JAMES	M	50	N	9	PRE	5.6	4.2	5.0	4.8	4.9	
					POST	5.6	4.8	5.9	2.0	4.6	
					CHANGE	0	+ .6	+ .9	-2.8	-0.3	
JOHNSON, RICHARD	M		N	2	PRE						Unable to Test
					POST						
					CHANGE						
LUSTER, LUCIOUS	M	66	N	0	PRE						Unable to Test
					POST						
					CHANGE						
MARRERO, CECILIO	M	60	Sp	5	PRE						
					POST	3.2	1.5	4.0	3.7	3.1	
					CHANGE					Inc.	

T E S T I N G D A T A

GROUP C

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
ORTIZ, FLORENTINE	M	38	Sp.	6	PRE	3.2	2.3	2.8	2.2	2.6	
					POST	4.0	1.3	4.6	2.5	3.1	
					CHANGE	+ .8	-1.0	+1.8	+ .3	+0.5	
ROSARIO, JOSE/	M	45	Sp.	3	PRE	3.3	3.2	4.5	1.7	3.1	
					POST	3.4	1.3	5.1	4.2	3.5	
					CHANGE	+ .1	-1.9	+.6	+2.5	+0.4	
SANCHEZ, ALBINO	M	57	Sp.	0	PRE						
					POST						
					CHANGE						Unable to Test
SANTIAGO, FERNANDO	M	32	Sp.	8	PRE	3.1	1.7	4.3	3.3	3.1	
					POST	7.0	1.2	5.3	5.2	4.8	
					CHANGE	+3.9	-.5	+1.0	+1.9	+1.7	
SHEGOG, J. D.	M	60	N	1	PRE						
					POST						
					CHANGE						Unable to Test
SILVAS, OUIDIO	M	24	Sp.	7	PRE	6.0	4.6	5.8	6.4	5.7	
					POST	5.8	6.0	5.6	6.7	6.0	
					CHANGE	- .2	+1.4	- .2	+ .3	+0.3	
WIDEMAN, JOHN	M		N		PRE					Inc.	Absent 27 Days, inc. Testing
					POST	4.3	3.6			3.9	
					CHANGE					Inc.	
WILLIAMS, FELIX	M	31	N	6	PRE	3.1	1.9	4.8	2.2	3.0	
					POST		1.7	4.5		Inc.	
					CHANGE					Inc.	
WILSON, JAMES	M	41	N	5	PRE			3.9	2.0	Inc.	
					POST	4.0	1.5	5.0	7.6	4.5	
					CHANGE					Inc.	
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						
					PRE						
					POST						
					CHANGE						

TESTING DATA

GROUP D

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
ANZVALDA, ERCILIA	F	39	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
BLACK, HELEN	F	19	N	10	PRE						Unable to Test Illness
					POST						
					CHANGE						
CALDERON, CATALINA	F	38	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
CODY, CLAUDIE	F	39	N	4	PRE						Unable to Test
					POST						
					CHANGE						
GONZALES, ANA	F	35	Sp.	7	PRE	4.4	3.1	4.6	4.1	4.0	Post Test Illness
					POST					Inc.	
					CHANGE						
HARRIS, LIDDIE	F	19	N	7	PRE						Unable to Test Illness
					POST						
					CHANGE						
HENDERSON, VERN	F	31	N	4	PRE						Unable to Test
					POST						
					CHANGE						
LOYA, ALBERTA	F	37	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
MARTINEZ, ELOISA	F	47	Sp.	0	PRE						Unable to Test
					POST						
					CHANGE						
MITCHELL, CHRISTINE	F	22	N	6	PRE						Unable to Test
					POST						
					CHANGE						
SANCHEZ, ADELA	F	40	Sp.	3	PRE						Unable to Test
					POST						
					CHANGE						
SANCHEZ, MERCEDES	F	32	Sp.	6	PRE						Unable to Test
					POST						
					CHANGE						
SPIVEY, ESSIE	F	c&	N	3	PRE						Unable to Test
					POST						
					CHANGE						
STRAWBRIDGE, ELLA	F	31	N	2	PRE						Unable to Test
					POST						
					CHANGE						

T E S T I N G D A T A

GROUP D

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
TURNER, MARIE	F	26	N	2	PRE						Unable to test.
					POST						
					CHANGE						
VASQUEZ, MARIE	F	34	Sp.	2	PRE						Unable to test.
					POST						
					CHANGE						
VILLAREAL, ELOISA	F	47	Sp.	0	PRE						Unable to test.
					POST						
					CHANGE						
					PRE						
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					CHANGE						

T E S T I N G D A T A

GROUP E

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
BENNETT, BOBBIE	F	27	N	8	PRE	7.0	6.0	5.6	5.6	6.0	Ill for Post Test
					POST					Inc.	
					CHANGE					Inc.	
CHAMBERS, LIDDIE	F	26	N	9	PRE	5.9	5.5	6.0	5.9	5.8	
					POST	7.0	7.5	7.9	7.9	7.5	
					CHANGE	+1.1	+2.0	+1.9	+2.0	+1.7	
COMER, GUSSIE	F	28	N	9	PRE	5.9	4.2	4.1	3.2	4.3	
					POST	5.8	4.6	5.0	5.8	5.3	
					CHANGE	- .1	+ .4	+ .9	+1.4	+1.0	
CORNWELL, ELLEN	F	51	W	10	PRE	6.5	6.5	6.4	7.3	6.6	
					POST	7.5	7.5	7.5	7.9	7.6	
					CHANGE	+1.0	+1.0	+1.1	+ .6	+1.0	
DAVIS, GERALDINE	F	19	N	10	PRE	7.5	5.0	6.2	7.6	6.5	
					POST	7.5	7.5	7.5	7.9	7.6	
					CHANGE	0	+2.5	+1.3	+ .3	+1.1	
FLETCHER, WILLA	F	24	N	12	PRE	7.0	6.9	6.7	6.7	6.8	
					POST	7.9	7.9	7.5	7.6	7.7	
					CHANGE	+ .9	+1.0	+ .8	+ .9	+0.9	
FLORES, DOLORES	F	19	Sp.	7	PRE	6.0	6.0	5.3	5.8	5.7	
					POST	7.9	7.9	6.4	6.7	7.2	
					CHANGE	+1.9	+1.9	+1.1	+ .9	+1.5	
GRAY CHARLIE MAE	F	35	N	8	PRE	6.5	4.4	6.0	6.7	5.8	
					POST	7.9	5.5	5.9	5.9	6.3	
					CHANGE	+1.4	+1.1	- .1	- .8	+0.4	
HALL, BEATRICE	F	55	N	8	PRE	4.2	2.2	2.9	1.7	2.7	
					POST	6.0	4.8	5.2	5.6	5.4	
					CHANGE	+1.8	+2.6	+2.3	+3.9	+2.7	
HAMILTON, CLEO	F	43		10	PRE	7.5	6.0	5.9	7.0	6.5	
					POST	7.9	7.9	7.5	7.0	7.5	
					CHANGE	+ .2	+1.9	+1.4	0	+0.9	
HENDERSON ETHEL	F	19	N	8	PRE	6.0	4.6	6.0	7.3	5.9	
					POST	7.9	7.9	7.5	6.7	7.5	
					CHANGE	+1.9	+3.3	+1.5	- .6	+1.6	
HOLLIS, DOROTHY	F	23	N	8	PRE	4.5	2.9	5.0	4.5	4.2	
					POST	4.7	4.4	5.4	5.0	4.8	
					CHANGE	+ .2	+1.5	+ .4	+ .5	+0.6	
HUGHES, LORETHA	F	37	N	7	PRE	5.9	3.6	4.7	4.2	4.6	
					POST	6.0	6.0	4.7	3.9	5.1	
					CHANGE	+ .1	+2.4	0	- .3	+0.5	
MATTHEWS, LEOLA	F	29	N	10	PRE	7.5	5.2	5.2	5.9	5.9	
					POST	7.9	7.1	5.8	6.0	6.7	
					CHANGE	+ .4	+1.9	+ .5	+ .1	+0.8	

T E S T I N G D A T A

GROUP E

NAME	SEX	AGE	RACE	GRADE COMPLETED	TEST	VOCABULARY GRADE LEVEL	READING GRADE LEVEL	COMPUTATION GRADE LEVEL	PROBLEM SOLVING GRADE LEVEL	AVERAGE GRADE LEVEL	COMMENTS
PAGAN, SAMMIE L.	F	40	N	10	PRE	5.4	3.6	5.2	5.8	5.0	
					POST	6.5	5.0	6.2	7.6	6.3	
					CHANGE	+1.1	+1.4	+1.0	+1.8	+1.3	
PRESTON, VIOLA	F	32	N	10	PRE	5.8	4.4	4.2	5.1	4.8	
					POST	5.8	4.4	5.1	4.9	5.0	
					CHANGE	0	0	+ .9	- .2	+0.2	
PREY, MILDRED	F	39	N	7	PRE	5.6	4.4	5.1	5.3	5.1	
					POST	6.0	6.0	5.8	5.2	5.7	
					CHANGE	+ .4	+1.6	+ .7	- .1	+0.6	
SANCHEZ, MARY	F	30	I	7	PRE	4.0	3.7	3.2	3.6	3.6	
					POST	1.5	3.0	4.7	1.0	2.5	
					CHANGE	-2.5	- .7	+1.5	-2.6	-1.1	
SAUNDERS, PEARLINE	F	28	N	8	PRE	5.4	5.2	4.8	4.2	4.9	
					POST	5.9	6.0	4.9	4.4	5.3	
					CHANGE	+ .5	+ .8	+ .1	+ .2	+0.4	
SCOTT, LOIS	F	55	W	6	PRE	5.9	4.0	3.9	4.5	4.5	
					POST	7.5	5.2	4.7	5.9	5.8	
					CHANGE	+1.6	+1.2	+ .8	+1.4	+1.3	
					PRE						
					POST						
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Survey of Language Arts Area

Thomas McClure, Instructor

Objectives

My objectives in Language Arts development are:

1) To provide a practical knowledge of oral and written English.
2) To assist each student, as far as possible, in developing a resume of work skills and experience for future job applications.
3) To develop critical reading and thinking ability.
4) To emphasize the decision making process as it relates to everyday experience and rational thinking (i.e., determining task at hand, getting available facts and information on the matter, considering alternatives, and turning the decision into action).
5) To expose the literate students to the forms of literature and the literary contribution of various ethnic groups.
6) To encourage discussion whereby individuals can share each other's learning.
7) To emphasize speech, drama, and writing as a means of self expression.
8) To aid the organization and establishment of a student newspaper.

The Program

I have placed equal emphasis on reading thinking skills and language usage.

Reading thinking skills instruction is aimed at developing critical approaches to reading and thinking. Methods of differentiating between fact and opinion, sense and nonsense, logical and illogical statements are stressed. A rational approach is applied to completing job questionnaires, reading advertisements, and the taking of advice.

The second part of the Language Arts Program concerns written and spoken usage of English. Much emphasis is placed on oral communication--diction, enunciation, and projection. Question and answer sessions serve as a check on student progress in usage, concise thinking and response.

Recommendations

Levels of education vary too widely in some groups. One or two groups contain illiterates as well as high school graduates. In other group where there is more homogeneus grouping, the teaching task is much easier and the learning situation better.

In my section of Language Arts approximately 35% of the students were illiterate at the beginning of the program, some unable to write their name. Out of seven hours of classroom instruction received, only one hour is given to specialized language instruction. The rest of the illiterate's day is taken up with health and science, mathematics, study hall, woodworking and/or home economics. I believe illiterates need literacy training first before they become involved in other subjects.

For any future program I would recommend at least four weeks intensive literacy training before any other education is attempted for those unable to read or write.

Materials Used

1. Robertson, M. S., Learning and Writing English; Steck-Vaughn Co., Austin, Texas, 1964.

2. Smith, Harley A., and Nilbert, L., I Want to Learn English; Steck-Vaughn, Austin, Texas, 1965.

3. Henrey, R. Lee, System for Success (Book 1, Revised); Follett Publishing Co., Chicago, 1965.

4. Wagner, Wilcox and Thomas, Reader's Digest (Skill Builders); Reader's Digest Services, Inc., Pleasantville, New York, 1959.

5. Bowing, Richard A., Getting the Facts (Book 3); Barnell Loft Ltd., Rockville Centre, New York, 1964.

6. Hook, J. N. and Evans, W. H., Individualized English, (Set J); Follett Publishing Co., Chicago, 1964.

7. Florida State University Fundamental Education Materials Center, E. H. Smith, Director, Facts I & II.

8. Behavioral Research Laboratories, Why Work. 1966.

Audio-visual materials and newspapers were also used as resource materials.

Language Arts Program

Mrs. Gloria J. Young, Instructor

OVERVIEW

The 1967 Adult Migrant Program initially set out to discover, develop and direct individual interests, aptitudes and abilities to learn

Living in a very small community as Immokalee, there are few if any provisions made to help increase the people's learning habits. In fact, there are few provisions in this community that are conducive to learning, period!

The majority of the people who live in Immokalee are migrants and for this reason many of them do not read and write well. In their daily lives they encounter various and numerous problems. Some of these problems are poor home conditions, family and health conditions that undermine the adults' efforts to achieve. Moreover, they are denied love, protection, and encouragement from others--these are vitally necessary for their well-being.

From observing and testing these adults, their attention span is very short. Much emphasis needs to be placed on the fundamentals of language, oral language, phonics, word meaning, spelling, writing (letters and compositions), listening, following directions, comprehension, dictionary usage, reference usage, pronunciation, articulation and speed reading.

In the findings, seeing and doing the concrete motivates them to want to achieve. Examples of this are--field trips, shop and homemaking experiences. In making the plans for the program, we believe in integrating all subject areas with that of language arts.

Objectives

1. To develop the power to think clearly, logically, honestly and critically.

2. To develop skills in observing, listening, speaking, reading, writing, interpreting and using different relationships to evaluate their thinking abilities.

3. To instill a sense of oneness with all humanity; to bring about an appreciation of value of the differences in our world and the necessity for tolerance, patience, cooperation and sharing.

Instructional Task

1. The teacher must develop the basis for rich, useful, moral and ethical living in a society promoting the common welfare.

2. The teacher must discover, develop and direct individual interests, aptitudes and abilities.

3. The teacher must learn and understand the emotional needs and backgrounds of the students.

4. With current popular resource materials, aids, and other various media, the teacher must start with the students' interests and tastes and help them to move to materials which have literary quality and value rather than just pleasure and escape from the realities of life.

Teaching Aids and Materials

1. Workbooks
2. Chalkboards
3. Bulletin boards
4. Transparencies, slides
5. Drawings
6. Opaque Projector
7. Flat pictures
8. Filmstrips
9. Radio
10. Books
11. Exhibits
12. Earphones
13. Newspaper clippings
14. Pamphlets
15. Posters
16. Overhead Projector
17. Records
18. Flashcards
19. Magazines
20. Charts
21. Show-N-Tell Television
22. Tape recorder and recordings
23. Educational games
24. Fountain pens and paper

Outcomes

A. Evaluation on what has been taught and accomplished

1. Writing
   a. Friendly letters
   b. Business letters
   c. Applications for jobs and general information
   d. Compositions
   e. Essays
   f. Poems

2. Language usage
   a. Phonics
   b. Spelling
   c. Mechanics
   d. Reading comprehension

3. Role playing
   a. Introducing yourself to others
   b. Using the telephone correctly
   c. Play-acting

4. Positive reasoning
   a. Panel discussions
   b. Round-table discussions
   c. Debates
   d. Question and answer periods
   e. Problem solving

5. Educational games
   a. Scrabble
   b. Pass-word
   c. Bingo (with words)

B. Comments

The Adult Program has proved to be a basic foundation for each student in the program. Its function has been to induct the students into group membership for a more worthwhile society and nation.

Understanding the needs of these students has made this program's accomplishments most successful.

I feel that unanimous gratitude is in order for the invaluable assistance from the government and others responsible for such a splendid program.

Industrial Arts Program

Booker M. Hill, Instructor

Objectives

The objectives of the Adult Migrant and Seasonal Workers Education in the area of Industrial Arts--

1. To acquaint the students with the tools, materials, and processes of industry.

2. To develop the students' ability to perform the manipulative activities required of a person who plans to choose a vocation in industry.

Areas Studied

The areas studied in the Industrial Arts classes were woodworking, electricity, blueprint reading, hand tools, and power mechanics.

Several of the areas overlapped. An example is woodworking and hand tools. In studying woodworking the students were required to learn to identify and use the common hand tools before they were allowed to use power tools.

When a student had developed the basic skills needed to make simple woodworking projects, he was required to draw or sketch a blueprint of the projects that he plans to make. In making a woodworking project, a student is also exposed to the use of hand tools and simple blueprint reading.

Electricity had to be taught separately from the other areas except in the case of lamp-making combined with woodworking. The most important item in electricity was the circuit board. The student was required to wire various circuits on the circuit board provided he had the basic theory of electricity.

Students who showed unusual skill and'or interest in the area of blueprint reading were introduced to mechanical drawing. They were taught the proper usage of instruments. Manipulative skills required in drawing were developed to the maximum.

Power mechanics was limited to the study of gasoline engines with emphasis on the automobile. The primary aim here was to acquaint the student with the basic components so that he would be able to identify and give the functions of these common components.

Safety was taught daily, especially during woodworking and electricity sessions. (One cannot afford to ignore safety rules in an industrial plant.)

Observations

Certain observations have been made since the program began. In the woodworking session students usually made projects that could be used in their homes. Several religious items were also made.

Most students were not aware of safety rules, but once exposed to them, they obeyed the rules daily.

Interest in drawing was low. This was probably due to the fact that many students couldn't read or write very well. This made reading a scale difficult.

If I have the opportunity to work in another program of this type, I would substitute auto mechanics for power mechanics provided the necessary equipment be made available. I would also teach metal-working with emphasis on arc and acetelyne welding. Basic electronics should be taught to those who are interested and who have the necessary aptitude.

Home Economics Program

Mrs. Mary Louise Gillings, Instructor

Overview

In view of our democratic way of life and all the many changes that are taking place within our communities and the country at large, we undertook an assignment in this project. We feel that certainly the needs of the migrant people in the Immokalee area warrant, without a doubt, such a project with all the "trimmings."

Due to rapid automation it is imperative that the migrant be trained so that he can take a respectable position in the world of work. He must be able to do this with dignity and pride. He needs to develop a positive self-concept and be willing to work toward such goals.

A large number of these migrants must overcome the language barrier and be able to communicate by some means with other persons in our society.

Migrant workers lack the ability to manage their incomes wisely. There is also a need for an increased knowledge of good health and nutritional practices--this should include prenatal and child care as well as preparation and use of commodities.

Training in all areas of home economics is greatly needed by the migrant homemakers. Knowledge, understanding and skills in clothing and clothing construction will be of great help to the migrant families.

We do feel that it is the responsibility of our democratic society to provide means of meeting the needs of the migrant workers and their families. It is our duty to aid these people in getting out of the "migrant stream" and making satisfactory adjustments in the society in which they are forced to live; and thereby becoming worthwhile citizens who will be capable of maintaining worthy home membership.

General Objectives

1. To develop interest in vocations other than that of an agricultural nature.

2. To develop an understanding of the areas of home economics and how they relate to other vocations or kinds of work.

3. To develop understandings and appreciations for good health and nutrition.

4. To develop an understanding and knowledge of clothing selection and construction.

5. To develop understanding and knowledge of good home management and family economics.

Specific Objectives

1. To create an awareness of the many opportunities in the world of work.

2. To provide learning experiences in some of the kinds of work in their community and neighboring areas.

3. To develop some skills in good work habits.

4. To develop good health practices thereby developing skills in providing good health habits for their families.

5. To develop self-respect and a positive self-concept.

6. To develop an awareness of jobs that are available as a result of training in various areas of home economics as--maids, cooks, caterers, seamstresses, tailors, alterers, child care helpers, teacher-aides, community helpers and aides, social workers, salad makers, factory workers, etc.

7. To develop an appreciation for good health and nutrition.

8. To develop skills in planning nutritious as well as palatable meals for their families.

9. To develop skills in buying foods for their families.

10. To develop skills in preparing and serving commodity foods.

11. To develop skills in preserving foods for future family use.

12. To develop interest in home improvement.

13. To develop skills in interior decorations.

14. To develop skills in beautifying the exteriors of their living areas.

15. To develop skills in improving their camp sites.

16. To develop skills in selecting materials for clothing construction.

17. To develop skills in pattern selection.

18. To develop skills in alterations.

19. To develop skills in simple clothing construction.

20. To develop skills in using the sewing machine and its various attachments.

21. To develop skills in selecting and using tools of sewing.

22. To develop skills in following directions.

23. To develop skills in drafting patterns.

24. To develop an understanding of the worth of the dollar.

25. To develop some skills in family budgeting.

26. To develop an appreciation for cleanliness.

27. To develop creativeness and initiative.

28. To develop an appreciation for good standards.

29. To develop skill in the care and use of equipment.

Methods and Procedures

1. Demonstrations
2. Group Discussion
3. Reports
4. Fashionette
5. Experimentation
6. Questions and answers
7. Panel discussions
8. Students demonstrations

Resources

1. Human local retailers
2. Science teacher
3. Teacher aides
4. Religious groups
5. Filmstrips
6. Charts
7. Newspapers
8. Movies
9. Radio
9. Public health nurses
10. Community lay citizens
11. Singer service personnel
12. Assistant program directors
13. Displays
14. Leaflets
15. Magazines
16. Field trips
17. Television

Evaluation

A. Student evaluations

B. Teacher observations
   1. Interest
   2. Workmanship
   3. Finished products
   4. Ability to work independently
   5. Ability to follow directions
   6. Use of equipment
   7. Ability to use patterns
   8. Change in personal appearances
   9. Cleanliness
   10. Creativity
   11. Initiative

Home Economics Program

Mrs. Lois G. Belden, Instructor

Overview

The objectives of this adult education program are to prepare the participants for further training. This further training will make it possible for these people to move from the migrant stream and assume jobs in new fields. It is hoped that these jobs will elevate the living standards for these people aspiring to leave the migrant stream. This would be brought about by higher wages, permanent location, and an opportunity to establish homes. Fringe benefits which they have never had before, such as planned retirement, paid vacations, hospital insurance, etc., are a few of the side benefits they could expect. Our society demands these extra benefits for most of our laboring people.

The children of these families would have an opportunity for a full and uninterrupted education. Migrant children are deprived of about four months of the nine months school term. They are usually about two months late beginnging classes in the fall and depart for a new location before completing the school year. They are constantly behind in their studies -- this fact accounts for their waning interests. As soon as they are able to leave school, they join their parents in the fields, thereby creating a new generation of migrant workers.

Home Management

My objective when in this part of the program, was to help the women involved become aware of the opportunities they have as wives and mothers to improve and upgrade the operation of their homes.

Teaching these women to sew was one of the main objectives so that they would be able to sew for themselves and their families providing more and better clothing at a minimum cost. I also wanted them to become familiar with proper nutrition for their families as a method of maintaining good health. I hoped to give them guides to wise purchasing so that their money would be spent more effectively. It was planned that many problems would be discussed such as installment buying, health and life insurance, buying or building a home, home decoration, home sanitation and upkeep, and also child training.

The major portion of our time has been devoted to clothing construction for the women and the children. A few women have ventured into making shirts for the men in their families. Many of the subjects previously mentioned have been discussed during our sewing classes, but due to lack of facilities, there were no food demonstrations.

Instruction

In beginning the sewing classes I started by showing a filmstrip, "Starting from Scratch". This was made by McCall's pattern department and is most helpful in explaining fabrics and complete instructions on patterns. There is a prepared commentary for the filmstrip.

We started with the construction of a garment--the women bought simple patterns such as "Jiffy" and "Easy to Make"--they quickly completed a garment and were very proud and pleased. Details such as various kinds of seams, buttonholes and hand stitching were taught as we progressed. I felt it better to keep the class busy with a project that involved something useful for themselves or their families and not let them become bored or restless practicing details.

In addition to machine sewing, one handmade garment was required--handmade buttonholes, handmade seams were to be a part of the garment. Bound buttonholes and several kinds of seams were made by machine. Individual instruction was given on the techniques involved in so making garments.

Cotton and dacron fabrics were used for the most part, but one or two members of the class worked with silk and rayon.

A very few of the women made only four garments during the school period, but most of them have averaged at least one garment per week and they can now complete a dress a day. The lack of money to buy fabric has held back a few.

The planning and organization of this migrant adult education program for Collier County, in my estimation, was extremely good. The smoothness with which this program operated showed that the people responsible, especially the director, gave much thought and energy to the preparation and organization. The day that our classes were scheduled to begin, there was no confusion and we were ready to start work. This one facet of the program gave everyone a feeling of security as to the purpose and success of this project. There was some testing to be done and a few adjustments in the various groups, but this, too, was done without confusion.

The program as a whole seems to have been very effective. This is based on my own personal observations as to the improvement in personal appearance of the people participating as well as their enthusiastic attitudes. The progress they have made in their work has been outstanding. Comments made to me by outsiders and particularly by two public health nurses have been most favorable--"We do have to do a double-take on our people when they come to the clinic; we don't know them anymore. They are improved in appearance so much." "The women have been bringing in some of the clothing they've made to show us--they are so proud."

Suggestions

The Home Economics program would be improved having one teacher instructing in clothing construction and another teacher with laboratory facilities teaching nutrition, food preparation, consumer purchasing, and problems of the family.

Sewing machines that do not need as much servicing as the "Touch and Sew" Singers would be recommended. The standard model is more preferable.

Health and Science Program

Emory Williams, Instructor

Purpose

The main purpose of this program is to cultivate in those involved those attitudes and habits which will enable them to become better adjusted citizens in the world of science which surrounds them. Those involved will be taught to look for more and to see more than that which is apparent in environment. They will be encouraged to ask: Why is this? What does this mean? How can this be challenged to assure better living? In other words, my desire to to stimulate the subjects to dig beneath the surface for what lies beyond the obvious.

Objectives

My general objective is to help those involved to achieve the following specific goals:

1. To live effectively in their environment and to understand and appreciate it.
2. To develop critical thinking and reasoning power.
3. To develop and use a scientific approach to problem-solving.
4. To develop and practice skills of observation and interpretation.
5. To develop the attitude and spirit of open-mindedness, intellectual honesty, suspended judgment, sustained efforts and respect for human dignity.
6. To develop a social consciousness and awareness as well as a sense of responsibility for the welfare of the communtiy.
7. To eliminate superstitions and prejudices and to distinguish fact from fancy.
8. To build abstract concepts based on concrete experiences in science experiments and activities.
9. To develop the skill of locating and utilizing references and depositories of science data information.

Method of Teaching

A. Direct Method

B. Activity Method

C. Discovery Method

Content

Each area studied will be explored sufficiently to enable those involved to use the knowledge gained to interpet observations and events related to that particular area. The subject matter will be so taught so that the students will become familiar with many topics and will wish to explore further.

Content Area

A. Introduction to Science

1. Meaning and value
2. Important discoveries
3. Famous scientists - past and present
4. Superstitions

B. The Human Body

1. Structure of the body
2. Personal and community health
   a. Water supplies
   b. Sewerage disposal
   c. Personal habits
3. Diseases - prevention and treatment
   a. Causes of diseases
   b. Innoculations, antibiotics, etc.

C. Plants and Animals

1. Kinds of plants
2. Kinds of animals
3. Differences among plants and animals
4. Interrelations among plants and animals
5. Home gardening
   a. Planting
   b. Care of garden
      (1) Weeds
      (2) Insects
      (3) Plant diseases

D. Weather and Climate

1. Storms
2. Weather forecasting
3. Climate and its influence upon people
4. Weather instruments

E. Astronomy

1. Space and space travel
2. The universe
3. The solar system

F. Conservation

1. Food storage
2. Water
3. Land and vegetation
4. Wildlife

Activities

A. Science exhibits and displays

B. Bulletin board displays

C. Experiments

D. Demonstrations (blood tests, etc.)

E. Field trips

F. Discussions (consultants, resource persons)

G. Keeping, tending and studying live animals

H. Carving animals for displays

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3. Igell, Haller B., Personal Health, First Aid, Safety, Prevention of Communicable Disease, Palo Alto, California. Behavioral Research Laboratories, 1966.

4. Florida State Board of Health, Pamphlets - Daily Food Guides, Jacksonville, Florida.

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Mathematics and Consumer Education Program

Gilbert J. Cuevas, Instructor

Overview

I feel this program gives the participants a chance to see the opportunities which a formal education can give to them. I believe it is better for these people to know how to work the four basic operations. Then when they have a solid background in these mathematical operations, practical exercises and word problems can be used to illustrate their use in everyday living.

Student Groupings

Of the five groups in this program three were predominately female and two were predominately male. Of these five groups, there were two with sufficient mathematical background to allow them to follow the instruction of the four basic processes without too much difficulty. Of the other three groups, there were a few people who could function at the sixth grade level. Most of them had great difficulty in understanding how to add, substract, multiply, and divide. Some of the students could not read or write.

Instructional Program

It was my purpose to teach the slower groups and drill them in the four basic operations. I also planned to instruct them in simple money matters such as check cashing and budgeting and give them simple illustrations of the ways they might use the four operations they learned in class.

With the advanced group my plans were to review addition, subtraction, multiplication, and division and try to strenghthen their weakness in these areas. I planned always to illustrate the practical uses of the processes as applied to the everyday life and also as applied to the use of fractions and decimals. After this was accomplished it was my plan to instruct them in matters such as contracts, leases, opening bank accounts, getting loans to buy cars, and how to figure out interest rates. I also planned to teach them about the laws concerning contracts and interest rates.

Progress

In all the groups except the two slowest I have covered the four basic operations. We are now working on fractions and their practical uses. With the two slower groups I am still working on basic operations. With the more advanced groups we have begun discussion of business contracts and budgeting.

At the beginning of the program I noticed many of the people coming to class just to receive the money. I think their biggest problem was lack of confidence in their learning ability. After the first two weeks of the program I think most of them had realized that they were still capable of learning material presented to them and that they were going to receive something more than money from this work. Although there was a lack of interest at the beginning of the program, the interest increased as time went on and the students seemed more eager to learn. In the two slow groups there were many who could not add, but because of their interest and patience we have almost covered the four operations. Some of the students in these slow groups have started to learn the basic principles of fractions.

Future plans for the slower groups are to teach practical applications of budgeting, processes of cashing and making out checks, and always reviewing addition, subtraction, multiplication, and division. With the more advanced groups, I plan to teach interest rates, financing problems, and legal responsibilities of citizens as well as legal rights of consumers.

Since this is my first teaching position, I was skeptical at the beginning as to whether or not something could be done to help these people. Their interest and eagerness is outstanding. It shows in the way in which they conduct themselves in classes as well as their manners, their appearance, and their respect, not only for teachers and those connected with the program, but for each other. I hope that there is a continuation of such programs, as many students have expressed their wishes to go on in the field of mathematics to become bookkeepers or perhaps teacher aides in mathematics classes.

Supervised Study

Ramon G. Cuevas

I am in charge of a study period. I supervise and help the students with assignments and materials which have been given to them in the classes they take. I help them in English, science, and mathematics. I use the first half hour of the study period for any problems or questions they may have on subjects.

The last twenty minutes are used by the students to discuss the Ft. Myers News Press. I usually make sure that they read the editorial page and encourage them to discuss it among themselves in small groups. For those students who cannot read, I help them with their reading and writing problems.

For the group of students who do not speak English, I have worked with them so they know the essentials of English. Audio visual equipment has been of great help. Also, a small number of books from the library have been placed in my classroom for those students who would like to read books.

I have found a great deal of interest and enthusiasm in all of the subjects they are taking.

I have seen improvement in personal appearance and in group conduct. And above all, they are interested in continuing in programs such as this one. I guess they have realized what an education can do for them.

DIRECTOR SUMMARIZATIONS

Benefits realized through adult summer school education include:

1. Stipends aided family and community economy.
2. Served as recall or refresher course for many of the adults.
3. Helped illiterates "get started" and developed a need for their continuing education especially in the Spanish-speaking groups.
4. Developed a pride of achievement in graduating, receiving awards, and building projects in the workshop and home economics classes.
5. Contributed in home construction for several members through self-help housing.
6. Rendered medical services to many and diagnosed ailments for others.
7. Counseling and guidance services were given on student personal problems.
8. Students received training in punctuality, promptness, and perseverence in completing tasks.
9. Vocational and avocational guidance. Several students were placed in better positions.
10. Developed 101 qualified civil defense workers for the community, as well as "first aid" assistants.
11. Development of individual skills in shop and home economics classes.
12. Created a desire in 29 students for a continuing education program in MDT (Manpower Development Training).
13. Improvement in personal hygiene and health habits as well as personal pride through appearance. This concept will be carried into home life and improve home environment in general.
14. Cultural life of participants was greatly improved.
15. Self-confidence was developed and many students found out that they "could learn and do required school work."

16. Will prevent school dropouts in the community because parents (heads of family) learned the values and needs of education and will instill these thoughts in their children. Also, they will be able to help their children with future school homework assignments.

17. Directed several school dropouts into HEP (High School Equivalency Program).

18. All in all, this program was highly successful in improving the adult students culturally, physically, mentally, and economically. I recommend a future similar program based upon the following listed recommendations.

Recommendations for future adult migrant programs include:

1. Shorter classroom day. It is difficult to motivate students for 8 hours in a hot summer classroom.

2. Hot lunch program. Recommended by the teachers and county health nurses.

3. Funds allocated for additional medical services. Badly needed.

4. More adequate testing program, especially for Spanish-speaking group. We were unable to test 32 illiterates for lack of a satisfactory test.

5. Curriculum revision, with emphasis on more basic, vocational, and Spanish-speaking materials.

6. Regroup students, with Spanish-speakers in a separate section entirely.

7. More intensive screening of applicants for school enrollment. We are now preparing prospective student data for future enrollments.

8. Seating charts for attendance and lesson plans by teachers for coming week in case of emergency absences.

9. A one day in-service workshop before school commences for teachers, aides, and custodians.

10. Director should visit nearby projects to exchange ideas with other directors for total program improvement and effectiveness.

11. More suitable textbooks, workbooks, and other adult education materials, especially for Spanish-speaking students.

12. More assembly programs by local persons in industry.

13. Better use of audio-visual aids, especially over-head projector transparencies.

14. Language laboratory techniques for Spanish-speakers.

15. Post-planning day after classes end for teachers and administration to complete records, recommendations, etc.

16. Fewer pay days to reduce administration problems (twice per month is adequate).

17. Recruiting form to include simple math, English, etc., diagnostic tests.

18. Curriculum suggestions and procedures by State Department of Education.

19. Special clean-up time at close of summer school to return classrooms back to normal. We used this successfully this past summer.

20. More field trips to industry, if possible.

21. More cooperation with State Employment Service, particularly on follow-up job placements.

22. One period devoted weekly to recreation hour for clubs, contests, hobbies, and general entertainment.

23. "Home room period" for general orientation, guidance counseling, attendance records, competition, vocational and avocational guidance, health services, and others.

24. Recommended night school (1 or 2 hours weekly) for illiterates in basic education.

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COLLIER COUNTY NEWS

Federal Training Aid Being Studied For Migrants In Immokalee Section

Graduation day brought to a [illegible] Adult Basic Education Program for 120 migrants in the Immokalee area this past summer at Bethune School. Because of the classroom space and teacher shortages, the school system will not participate in an extension of this program for the 1967-68 school year. However, State Department of Education officials and consultants have advised that Collier County's program was one of the best planned and operated in the state.

As a follow-through on the summer education program for migrant adults, Kenneth C. Pittman, coordinator of federal programs, has been exploring training opportunities under the Manpower Development and Training Act for adult migrant and seasonal farm workers in the Immokalee area desirous of training for jobs like auto mechanic, nurses aide and home attendant.

Wayne Maurer, director of the summer program at Immokalee, has been soliciting applications from potential enrollees which have been forwarded to the Florida State Employment Service at Fort Myers for screening and determining work interest and employment demand of migrants in the area.

The State Department of Education is promoting eight projects in the five county area of Collier, DeSota, Hardee, Lee and Sarasota, serving 170 migrants and seasonal farm workers. Migrants from these programs will be given priority, and MDT is aiming at selecting 70 per cent of the candidates from this group. All participants must be migrants and seasonal farm workers who have not had continuous employment with one regular farm employer the past year.

FULL-TIME CLASSES

Should an MDTA program be assigned to the Immokalee area, participating students would attend classes on a full-time basis with a minimum weekly stipend of $29 a week plus $5 per dependent if head of household. For youth, not head of household, an allowance of $19 per week will be given during training. Upon completion of the training, enrollees would be placed in a beginning job. Pittman expressed the hope that at least one unit would be located in the Immokalee area.

Pittman further advised that the migrant program as operated this past year will continue on a modified scale. The Office of Economic Opportunity has extended funding on the III-B Migrant program through June 30, 1968 for $165,000. This funding is to be used exclusively to continue a coordinated effort of basic education and on-the-job training for migrant adult aides. Approximately 30 migrant adults started classes and work this week in the Immokalee schools.

These aides will be assisting principals and teachers for six hours daily in various training positions. Classes are being held two hours daily under the direction of James Twardock, Mrs. Doris Carver and Mrs. Carolyn Doster.

SEWING CENTERS

Sewing centers will be installed in each of the Immokalee schools this year to train aides in the repair and care of clothing. The services of three social workers to contact migrant families will continue to be available in the county. Mrs. Doris Gandees will continue to operate in the Naples and Everglades area, and Mrs. Marion Fether and Mrs. Dorothy Canova will serve the Immokalee area assisted by Social Worker Aides.

In the view of the curtailment of funds the Federal Coordinator's office has made application to the State Department of Education for funds under Title I ESEA P. L. 89-750 to provide special services for migrant children. Two registered nurses will be provided under this project, if approved, to be assigned to the county health department to service and administer preventive and corrective medical services to migrant children.

SPECIAL BUS

As most of these migrant children needing medical and dental aid live in the Immokalee area, transportation services have been included to bring children to the county health department for special health services unable to be administered by the nurse at the school, camp, or home. A small bus purchased for $2,828.89 in May of this year is being used for this purpose.

A food program to provide free lunches will be administered by the Project director through the Food Services Manager, Mrs. Eloise Lester.

An in-service training program for principals and teachers in the Immokalee area will be supported by this project during the school year to develop better understanding by faculty of the educationally and culturally deprived child.

FURTHER AID

The project will also provide financial assistance to implement the newly devised migrant pupil information system. Clerks will be located in each of the Immokalee schools, where the highest concentration of migrant children are enrolled.

In addition, the final payment of $40,000. for the 16 portable classrooms acquired in April, 1968, on a lease-purchase arrangement is being approved. These portables will now be the property of the school board for use to alleviate overcrowded classrooms caused by the influx of migrant children during the year.

Migrant Program Now In 6th Week At Immokalee

The Migrant Adult Basic Education and pre-vocational training program, under the direction of Cary T. Church, is entering its sixth week of operation at Bethune School in Immokalee.

Sixty women and 60 men are engaged in the program. Each adult is involved in language arts, consumer education and health and science classes. Men in the program take pre - vocational courses using hand and machine tools. The women work on garments for themselves and their children during the first part of the program. Various church groups in the area have donated remnants of cloth and the women are now on their third and fourth garments.

Cooking classes will also be a part of the homemaking program which will soon be started. Six of the adults work in conjunction with the self-help housing program.

LESSONS IN BUYING

Consumer education classes are studying good buying practices and budgeting money. The health and science classes have had several consultants visit them explaining sanitation practices and safety rules. The language arts classes have been involved in reviewing job requirements, needed skills for certain jobs, applications, interviews, plus classes in written and oral English.

Classes have also been studying the basics of gardening. Shop classes have been geared toward making small furnishings for the home; however, some work is being done in elementary drawing and design.

A newspaper, edited and written completely by the students themselves, is put out on Friday of each week. It covers school events and gives students a chance to voice their opinions and learn the mechanics of putting out a newspaper.

Staff teachers are as follows: Mrs. Lois Belden, home economics; Mrs. Mary Gillings, home economics; Mrs. Gloria Young, language arts; Thomas McClure, language arts; Ramon Cuevas, study; Gilbert Cuevas, mathematics; Emory Williams, health and science and Booker Hill, industrial arts.

Training Classes, Self Help Housing Cited

Negroes, Migrants Doing Share In Cool Summer Operation Here

By EDDIE PERTUIT

"Operation Cool Summer" and the Fort Myers Youth Corps grabbed the headlines in a nation seeking relief from such experiences as those in Tampa, Newark and Plainfield. But there is a lot of summer left here and there are plenty of unemployed, underemployed and apathetic Negroes and migrants who hold in their hands the spark which could light the fuse.

The Negroes and the migrants are doing more on their own to better their lot than any city or county program, according to one Negro leader. Some advances have been made in gaining jobs through "Cool Summer" and the Fort Myers Youth Corps, but more solid gains have been made through the migrant education programs and the self-help housing program, according to Reuben Mitchell.

Needs for Hope

Mitchell, Community Action Board leader and a director in the NAACP here, said the Negroes feel something is being done, that things are taking a positive direction, and that they have grounds to hope.

He agrees with those feelings. He also agrees that more flies are being caught with honey than could be caught by tearing up the streets in protests.

The city's Neighborhood Youth Corps, with some national publicity, has been an eye-catcher that has done much good this summer, Mitchell said. Although it can employ only 80 of several hundred unemployed youth and is a temporary and limited program, it is a major breakthrough in getting the community instead of a continuity within a community, Mitchell said.

Training Classes

But the real "sleeper" in the operation has been the pilot adult migratory training classes, financed by the Office of Economic Opportunity, administered through the Sarasota County School Board (it covers more than Lee County) and operated locally by the Community Action Board.

The school here has 35 enthusiastic students and the one in Immokalee 120. For 205 people and their families, the outlook for employment is being changed by education.

The pilot program is extremely effective. For instance, one Immokalee student started the program with a second grade level education. Four weeks later he tested at midway through the sixth grade.

"Four and a half years in four weeks," Mitchell said. "In 240 hours of class study. They want it, wouldn't you say?"

Working in Fields

But the research surrounding the classes has found far more revealing information about the field workers and illegrant Negroes. Qualified drivers, trained to operate trucks and equipment, and holders of chauffeur's licenses are working in the fields for $6 to $8 a day, when work is available.

A nurse's aide was picking tomatoes. Skilled machine operators were picking cucumbers.

Why?

Because they have lost hope of finding and keeping a job.

"It's the amount of apathy," Mitchell said, "the preconceived idea that they can't get a job anyway."

The program has not only uncovered already qualified people but untold amounts of talent "spending their time on farms," Mitchell said.

Good Potential

"The OEO observation teams have found potentials that must be developed," Mitchell said. "Of 1,200 people in this program across the state, 600 will go to manpower development school."

The hidden help for hundreds of open job positions is something the case workers with migrants have been suggesting for the past two or three years, Mitchell said. The program has helped show it up all over the state.

But within the improvement is a flaw, a monkey wrench already present and working in Fort Myers and vicinity. It is one reason why the Negro leaders are so encouraged by the city's youth program and the indications that the white community will join them in upgrading the unemployed and underemployed of both races:

Don't Come Back

The educated Negroes don't come back. Students go off to college, never to return.

"Doesn't it appear," Mitchell asked, "that there is something strange about a community like this that has no Negro doctor, no Negro dentist, one Negro pharmacist, no Negro lawyer?

"It is a handicap to youth. There is no Negro image to emulate," he said. The images in Dunbar are the "swells" who "run bars and night clubs," taking a share of what few dollars the residents earn.

If the Negro youths can identify with white-collar workers in the community, they will have incentive to learn how to get those jobs, Mitchell explained.

This is what has helped keep Fort Myers "cool" this summer.

Housing Project

Self-help housing, where the owner builds the home for the down payment, has been a fantastic boon, Mitchell said.

"I think it will have a great impact," he said. "It not only gives a man a good house, it gives him a beautiful neighborhood."

While other OEO funds are being cut in budgets, Lee County has received funding for 100 self-help homes, five times the previous budget, he said.

One need is for a program that will help the jobless migrant who can't leave home to go to school, and the Negro leaders think the magic word is "OJT."

OJT is "on the job training." Most industries have such programs and many businesses have adopted the concept, a successor to the apprenticeship.

OJT could provide the "upward mobility" needed, Mitchell said, in such centers as Harlem Heights. There, residents have been upgrading their living area by cleaning up and taking other health improvement steps. But a clean yard doesn't put food on the table.

Heads of families "can't forsake their families and go into a regular school program," Mitchell said. They have to keep at the only jobs they have, the sometime work of the farms, farms.

Good Farm Wages

Migrant farmworkers sometimes earn good wages. In harvesting some crops industrious and dextrous workers can stuff pockets with cash. For about three weeks, that is; then the work runs out.

"Something has to happen," Mitchell said. "We must look for industry." Even young white people are leaving the community in search of opportunity, he said.

"We need training schools. But we need somewhere for them to work after they are trained." Otherwise, he said, the money spent in training will benefit another community.

The ones who leave are the industrious, ambitious people who would become community leaders later, he said.

"Where are we going to get our leaders?" Mitchell asked, speaking of the community as a whole rather than of a particular race.

Jobs Big Item

The tenor of the summer's efforts so far has been toward finding employment, without much emphasis on the words "equal" or "integrated." The Negro leadership has appeared far more interested in the words "paycheck" and "security."